DOCUMENT RESUME

ED 329 487 SO 021 233

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TITLE Stepping-Stones: Teaching about Japan in Elementary Grades. Selected Lesson Plans from the "Japan Alumni."
INSTITUTION U.S.-Japan Education Group, San Francisco, CA.
SPONS AGENCY Japan Foundation, New York, NY.
PUB DATE 88
NOTE 111p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Area Studies; *Cultural Education; Elementary Education; Foreign Countries; Foreign Culture; Global Approach; *International Education; International Trade; Learning Activities; Social Studies; Teacher Developed Materials; *Teaching Methods
IDENTIFIERS Global Education; *Japan

ABSTRACT

This document is a compilation of 30 lesson plans for teaching about Japan in elementary grades. Produced by "Japan Alumni," North American classroom teachers who became acquainted with Japanese society through a program of travel/study fellowships, the lessons are divided into the following categories: motivational activities, land and people, "hands-on" experiences, economic interdependence, culture and customs, perceptions of the past, and culminating activities. A sample of the 30 lessons include: obtaining a passport, charting the weather, what is culture? a workers' web, the shogun game, a historical time line, and twenty questions: a student-made list game. An appendix on the use of visual materials in the classroom and the creation of pictures is included. (DB)

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STEPPING-STONES

TEACHING ABOUT JAPAN IN ELEMENTARY GRADES

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SELECTED LESSON PLANS FROM THE "JAPAN ALUMNI"

SO 021 233

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STEPPING-STONES

TEACHING ABOUT JAPAN IN ELEMENTARY GRADES

SELECTED LESSON PLANS
from the
"JAPAN ALUMNI"

Compiled and with Commentary by
Elgin Heinz

Published by
The U.S.-Japan Education Group

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PREFACE

Since 1977, several hundred North American pre-collegiate teachers of social studies and other disciplines have had an opportunity to become acquainted at first-hand with contemporary Japanese society through a program of travel/study fellowships.

The fellowships, for which recipients were selected on a competitive basis, have been funded by the Japan Foundation, the Keizai Koho Center, and the United States-Japan Foundation. The program is conducted in cooperation with the National Council for the Social Studies.

Following their Japan experience, the participating teachers have effectively utilized the knowledge and materials acquired in Japan to further global perspectives in American and Canadian schools. Over the years, they have produced a wealth of teaching guides, classroom lesson plans, slide-show presentations, TV documentaries, in-training workshops, published articles, and other evidence of individual creative professionalism.

Having shared a memorable experience and maintaining an enthusiastic mutual interest, they are informally referred to as "the Japan Alumni."

There are constant requests from teachers who have not yet been to Japan, who seek new usable classroom materials on Japan, for copies of lesson plans produced by the "Japan Alumni." It is to meet some of those requests that this book is compiled.

ACKNOWLEDGMENTS

STEPPING-STONES is a compilation of materials selected from lesson plans originally produced by members of the "Japan Alumni." We are grateful to the following educators for permission to reproduce some of the work to which they devoted their keen perceptions, creative talents, and many hours of painstaking effort.

Ms. Sybil Fuchner Abbott, Clayton Middle School, Reno, Nevada

Mrs. Carole Ann Allen, Crown Valley Elementary School, Laguna Niguel, California

Mrs. E. Gene Barr, East Lansing Public Schools, East Lansing, Michigan

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The U.S.-Japan Education Group acknowledges with sincere appreciation the assistance given the "Japan Alumni" by the Ministry of Foreign Affairs and the Embassy of Japan in Washington, D.C. without whose encouragement the compiling of STEPPING-STONES would not have been possible.

This fourth printing of STEPPING-STONES was made possible by a grant from the Japan Foundation, for which the "Japan Alumni" is indeed grateful.

Cover design by Doris Hale Heinz

INTRODUCTION

"He who never travels thinks his mother is the only cook" is an African proverb paralleled by Kipling's "What knows he of England who only England knows?" We study the cultures of other people not only to learn about them but about ourselves. Japan has long been a favorite area for comparative culture studies; we and the Japanese have developed both similar and different ways of perceiving relationships and coping with mutual problems. Urbanization, education, and standards of living are enough alike to make comparisons possible and different enough to make them interesting. Vast quantities of classroom-usable materials are available to be converted into classroom lessons—one reason that this selection of lesson plans is labelled "STEPPING-STONES." New materials appear constantly, often in the business section of our daily newspapers, where we find yen-dollar exchange rates paralleled by columns of advice to business-men planning to visit Japan.

Note that the following lessons do not always form coherent sequences and that transitions are abrupt. They have been taken out of contexts that total thousands of pages and have not been rewritten to achieve stylistic consistency; they retain as much of their authors' viewpoints and methods as can be expected from fragments of carefully crafted wholes. We apologize to the writers for this, but not to you; as fragments, these are springboards into the pools of your own creativity. To change the metaphor, lesson plans are like ready-made clothes. No matter how well designed, they must be altered and adapted to fit *your* teaching style and circumstances,—and here are ideas worth adapting.

Separated from their contexts, there is less temptation to use these lessons as prepackaged units, segregated or isolated from other parts of the curriculum. One of the great advantages of the elementary classroom is the ease with which various subjects and skills can be taught in a mutually reinforcing webwork rather than in the departmentalized linear fashion so common in secondary schools. Consider the possibilities suggested in the chart of Japan and the "basics".

How were these lessons chosen? Criteria for the difficult selection were:

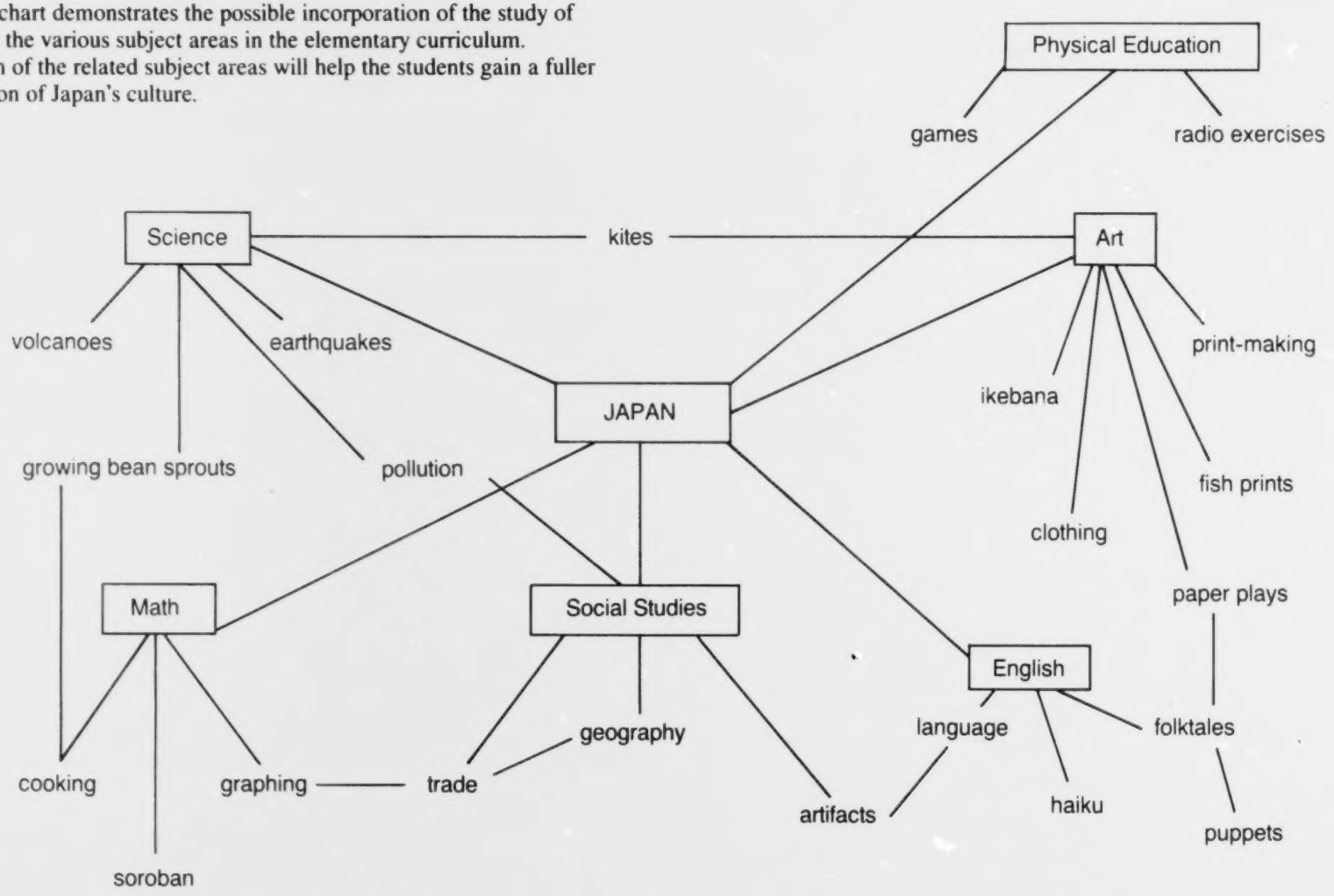
1. *active* involvement of students in the learning process,
2. a wide spectrum of ability/grade levels,
3. adherence to objectives,
4. clear instructions,
5. simplicity, and
6. use of lessons from as many teachers as possible within this packet's page limits.

For differentiation from the "Japan Alumni" lesson texts, editorial notes appear in italics.

E.H.

Japan and the "Basics"

This flow chart demonstrates the possible incorporation of the study of Japan into the various subject areas in the elementary curriculum. Integration of the related subject areas will help the students gain a fuller appreciation of Japan's culture.



from *Tanoshii Gakushu* (Learning with Enjoyment), by Michele Shoresman and Waunita Kinoshita, University of Illinois, 1978. All rights reserved.

OBJECTIVES

Based on felt needs for children in today's world, our objectives can be explained as follows:

(1) ***to crystallize in the minds of children certain events of past history***

A recent article in *Education Week* contained information about what teachers already know: that the emphasis on the here-and-now by today's youth—and educators too—has eclipsed some of the important lessons of the past, even of the fairly recent past. Some college students, for example, expressed genuine shock to learn that the United States and Japan had been at war in the not-too-distant past, and they queried, "Who won?"[1] So much for the tragic and poignant lessons which were learned at Hiroshima; so much for the heroic actions of nations to rebuild following that unspeakable event; so much for the application of knowledge gained in the past to solve future problems! Many of today's generation *do not even know.* Our children must be told!

(2) ***to take advantage of a developmental period, the upper elementary grades***

During this crucial period, children are emerging from self-consciousness into an era of widened horizons, a time when "they begin to see themselves and their nations as part of a larger organized system."[2] Ironically in this same stage of development, their ethnocentric attitudes tend to become solidified; they begin to view their own nation, their own society, as the best of all possible worlds. It is at this moment in the development of children that educators need to help them reconcile these two seemingly opposing viewpoints: that loyalty to one's own nation or group is commendable, but that recognizing that others in the world have different perceptions and make different choices than we do is essential. Schuncke emphasizes that "these are personal, affective skills needed by world citizens."[3] To promote growth in these affective areas, the activities which tend to be most effective are those which "allow children to, in some way, step into the shoes of other people and perceive the world from their standpoint."[4] When children have learned to understand the points of view of others, they will then be more ready for the harder task. The most difficult lesson to be learned, of course, is that it is only through cooperative efforts and intelligent contributions of all that our planet will be saved.

(3) ***to capture the interest of children***

By asking children to go on an imaginary journey and by personalizing that journey with "real" people, places, and events, I have attempted to capture the interest of students who are accustomed to accommodating the dramatic dimension in their daily lives through the television medium. The case study—as used in this module—has been recognized as one of the most effective ways to promote global education.[5] Utilizing the "you-are-there" strategy and the immediacy of first person in the narrative, I have attempted to create mental images which are very close to reality.

(4) ***to promote an interest in culture learning***

Because we do have "a shrinking globe" and opportunities for greater contact than ever before with people who are different from ourselves, children today must discover that learning about other cultures is both interesting and fun! They must learn that their own culture does not have a corner on all of the good ideas of the world, but that other societies have often solved problems and settled issues in very logical and sensible ways. The best way to accomplish this goal, I believe, is to ask children to consider "good" ideas of another culture as possible models to follow in promoting action in our own communities.

(5) ***to foster critical thinking skills***

Children are asked to apply present knowledge to new situations, to infer answers from a context, to compare and contrast cultural situations, to analyze a situation in order to determine reasons for behaviors or attitudes, to synthesize present knowledge to formulate new ideas or predictions, and to evaluate actions and behaviors within cultural contexts. They are asked to develop a point of view which they are able to defend, using as a guide the fact that "Research indicates that students are more highly motivated to learn skills—and retain them more thoroughly and longer—if such instruction is provided using content personally and socially relevant to them."[6]

(6) ***to stress elementary skills in geography***

Provision has been made for practice in locating places to be visited on maps and globes, for measuring distances, for drawing a map of Japan using a grid structure which simulates latitude and longitude, for interpreting time changes encountered in travel, and for reading tables to gain more information and make comparisons. I am aware that some of these skills already will have been stressed in your classroom and that the exercises will be reinforcement of material known by the children. But since most of the geography projects arise from the context of the imaginary journey, they should have the relevance needed to motivate children.

---

[1]Benjamin Stein, "A War With Japan? Really? The Astonishing Ignorance of Some Teen-Agers," *Education Week* (Oct. 26, 1983), p. 18.

[2]Donald O. Schneider and John J. Cogan, "Japan in the Curriculum: Toward a Rationale for Teaching about Japan," *Perspectives on Japan: A Guide for Teachers.* NCSS Bulletin #69, 1983, p.2.

[3]George M. Schuncke, "Global Awareness and Younger Children: Beginning the Process," *The Social Studies* 75, (Nov./Dec., 1984), p.251.

[4]*Ibid.*, p. 250.

[5]David C. King, "The Pros and Cons of Using Case Studies," *Social Education* 38 (November/December, 1974), p. 658.

[6]Allan O. Kownslar, "What's Worth Having Students Think Critically About?" *Social Education* 49 (April, 1985), p. 304.

NOTE: Since the lessons in this packet have been drawn from many sources, some of these objectives are not addressed specifically in some lessons. However, all of the objectives are crucially important and should be kept in mind as you adapt the lessons to your own students' needs and teaching style.

MOTIVATIONAL ACTIVITIES

1. Open-Ended Questions

To find out how much your students already know about Japan, ask them to respond to the following open-ended statements:

When I think of Japan, I think of ...

When I think of the Japanese people, I think of ...

When students have completed their writing, talk about what they have written. Make lists on the blackboard for each question. Talk about the answers which are alike. The prevalence of many of the same ideas indicates that we have stereotypes about places we have not visited. Talk about where our stereotypes come from. Discuss the importance of being aware of our preconceptions about people and places and of being willing to change our ideas when what we think does not square with reality.

Prepare the following student handout:

2. Can You Guess Which Country?

What country is it where:

1. people did not drink milk until the 1900s?
2. some of the walls in many homes are paper-covered, sliding screens?
3. 90% of the homes have television sets?
4. the people export more cars than any other country in the world?
5. only 16% of the land can be used for farming?
6. the most popular sport is baseball?
7. in the traditional theater, males play all of the female roles?
8. 80% of the people are cremated when they die?
9. one million people arrive and depart at the capital city's railroad stations each day?
10. most people sleep on mats on the floor?
11. the first thing one is served at a formal meal is a warm washcloth?
12. workers save nearly 20% of their earnings?
13. many workers have "lifetime employment" with the company they begin with?
14. unemployment rarely exceeds 2%?
15. people rely on fish for 50% of their protein requirements?
16. the crime rate is only 1/5 that of the United States?
17. 67% of the imports are raw materials and 97% of the exports are manufactured goods?
18. they have become the #1 customer for U.S. farm products?
19. there are 240 days in their school year?
20. many of the elementary and junior high students are responsible for cleaning their own school rooms?
21. most school children wear uniforms?
22. workers use only about 60% of the vacation time they earn each year?

(Adapted from "Ethnocentric Counterpoint," Dennis Horn, Wabash Junior/Senior High School, Wabash, Indiana. "Midwest Program for Teaching about Japan," Social Studies Development Center, Bloomington, Indiana 47405, unpublished pamphlet.)

3. Planning a Trip to Japan

Many community resources can be tapped during the course of this activity. You can check with a bank or a newspaper's financial section to find out the current exchange rates between the dollar and the yen. You can visit restaurants or Asian grocery stores, which are increasing in number in most areas of the country, to find out what kinds of foods are eaten in Japan. Consult travel agents in your area for information about your itinerary, brochures, etc. If there are people of Japanese ancestry in your area, invite them to come into your classroom and talk about a subject, such as "Japanese Manners." Plan a class session in which you teach some of the words in Japanese that a traveler needs to know. Practice reading some of the signs that a traveler should know how to read. After studying about Japanese arts and handicrafts, instruct students to write a page on the subject of "What I Would Like to Buy in Japan."

(Adapted from "Perspectives on Japan: A Guide for Teachers," John J. Cogan and Donald O. Schneider, Editors. NCSS Bulletin #69, 1983, p. 118.)

4. Making a Passport For Your Travels in Japan.

(1) Fold in half a piece of colored construction paper, which has two pieces of white paper inside.
(2) Staple all of the sheets together near the fold.
(3) Write PASSPORT on the cover.
(4) Prepare page 1 by writing the following:
_____ has permission to travel to Japan. He/she will investigate the likenesses and differences between Japan and America and will report what is learned to the American Consul (teacher) upon the completion of travel. The bearer of this passport will be on the lookout for good ideas which he/she encounters while in Japan.
(5) Page 2 is the "picture" page. Students will need pictures of themselves. Have them draw self-portraits.
(6) On page 3 have students list their itinerary, specifically the cities they plan to visit.
(7) On page 4 have students write the date of their departure on this journey and the date they expect to return home again.
(8) As a concluding exercise, instruct students to design a large travel folder out of two pieces of construction paper. Have them decorate their folders and staple them together or use masking tape to form large envelopes. In this folder students may keep their passports, brochures, etc. that they collect as they work with this instructional module.

5. "Mystery" Bulletin Board

Set up a mystery bulletin board or learning center about Japan. Do not tell students initially what country is represented in this center. Let them guess. Include news headlines, photographs, cartoons, haiku poetry, realia from Japan, collections of folktales, and magazines or books that depict various aspects of Japan and the Japanese way of life. "The various media can be grouped around questions or problems that encourage students to hypothesize about their identity, significance and meaning." From this bulletin board-learning center activity, individual and group projects may develop. Certainly, interest will be stimulated.

(Adapted from "Perspectives on Japan . . ," p. 100-101)

*NOTE: "Mystery" activities like this are frequently short-circuited by perceptive students. Sustain interest and sharpen powers of inference-making by asking students **why** they made their selections.*

6. Travel Diary

Another beginning-of-unit activity that can be started when the passport is made is the travel diary. Each student should have a notebook with a page for each day of the unit on Japan. The last ten minutes of the period (or day) can be reserved for a writing exercise, using as prompts such sentence-starters as:

Today, I learned. . . I realized. . . I discovered. . .

I wonder. . . I want to know. . . I wish. . .

The best part of today was. . . The worst part of today was. . .

This activity helps students to organize and be aware of what they learned and to anticipate eagerly the next day. For teachers, it is a valuable diagnostic and planning device.

7. Jan, Ken, Pon

*NOTE: In any classroom where students are encouraged to participate in their own learning and decision-making, there will need to be equitable means of settling disputes. If the problem is serious or involves the whole class, try the Japanese method of achieving **consensus** rather than voting. Too often, voting results in a dictatorship by the majority. Consensus requires that arguments be advanced without taking a polarized position and without ego-involvement—the words "I" and "my" are forbidden in discussion! The objective is not to win but to achieve a solution that everyone can live with.*

In smaller disagreements, the game of Jan, Ken, Pon is effective.

JAN, KEN, PON

2-40 players, any age

This is a counting game used all over Japan, even by adults, to decide who is IT or to choose sides; or sometimes it is used as a "peacemaker" as well. In almost any argument or quarrel, the decision of "Jan, Ken, Pon" is accepted without question. Two players or three or a whole group may take part in the game.

The two players stand opposite each other and extend their right hands with the fist closed. As they say together the words "Jan and Ken" they pump their hands up and down. At the word "Pon," each forms his hand in one of three positions. He can leave it as it is, a closed fist, to represent a Stone. He can open it out flat to represent Paper. Or he can extend the first two fingers to represent Scissors. Each sign has definite value with relation to the other two. Stone dulls Scissors, so Stone wins over Scissors. Scissors cut Paper, so Scissors win over Paper. Paper wraps Stone, so Paper wins over Stone.

If both players make the same sign, it is a tie, and the process must be repeated until one wins over the other.

When three people are playing, the stronger sign wins even though there are two of the weaker; that is, one Scissors would be stronger than two Paper signs. If all signs are different, it is a tie and should be done over.

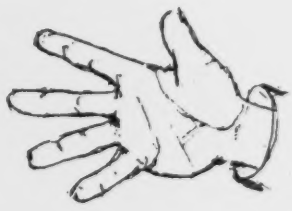
When two sides are playing, the leaders of each side make the signs to see which shall have the first turn.

"Jan, Ken, Pon" may also be played as a game, the purpose being to eliminate all but the final winner. The group divides into couples, each of which repeats, "Jan, Ken, Pon," and makes the signs.

The winner of each couple then turns to the winner of another couple and the process is repeated. Again the winners play against each other until eventually all are eliminated but one. He is declared victor and the others raise their arms above their heads and shout, "Banzai!" which means "Hurrah!"

JAN

KEN



PON

Making a Wall Map

A commercially-made wall map large enough to show Japan's details to an entire class is very expensive, and its purchase does not involve the students in a learning process. Students can make their own, as large as wall surfaces will permit, with an overhead projector, a transparency of Japan, colored markers, and mural paper.

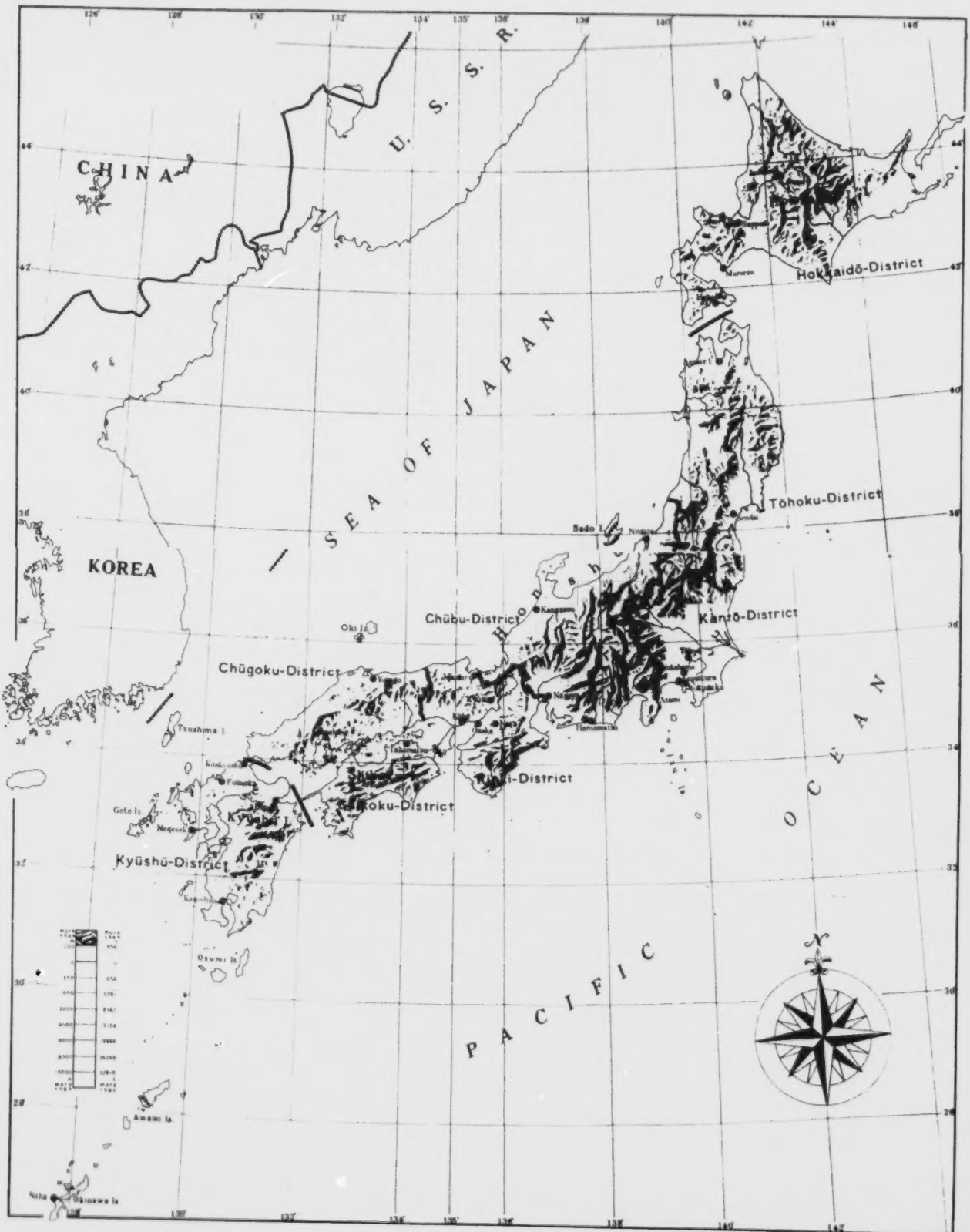
Students can trace the projected image, then fill in and color the *physical* details. Don't include place names, locations of cities, or any other indications of how people have used the landscape. Because it is a purely physical map, students can see why economic and political developments occurred. They can trace, for example, the road from the Emperor's palace in Kyoto to the Shogun's headquarters in Edo, using Hiroshige's marvellous prints of the *53 Stages of the Tokaido.* Cities can be located with pushpins and the routes between them with colored yarn.

Before projector and materials are put away, the students should also make a map of their own state for comparison. *Be sure it is drawn to the same scale!*

Extension (suggested by Michael Chang's lesson on China's geography, SPICE, 1987): Mount your wall map of Japan on cardboard and cut it apart into Japan's major regions, as shown by the dotted lines on the accompanying outline map, "Major Regions of Japan." Each region can be given to a small group to study and report on to the class (landscape, products, population, etc.). As each report is made, that region's map is fitted into the whole.

For a summary of Japan's geographic features, see Videoletter from Japan, No. 3, "Tohoku Diary" Teacher's Guide (Asia Society, 725 Park Avenue, New York , NY 10021.)

Major Regions of Japan



Source: Complete Atlas of Japan (Tokyo: Teikoku-Shoin Co., Ltd., 1964)

Charting the Weather

PURPOSE: To learn how to chart the weather.
To differentiate weather from climate.
To draw some conclusions about the chart and the weather.

MATERIALS: "Charting the Weather".
Daily newspaper that includes international weather reports.

DIRECTIONS:

1. Using the weather chart, keep track of the weather in Osaka and Tokyo, Japan, and your area and New York City for a month. Average the temperatures each week.

2. Draw 5 conclusions about the findings on the chart.

3. Compare conclusions as a class, identify comparisons that were alike and different, and have students challenge each other on conclusions that were different. Each child should be able to defend a conclusion by citing evidence.

NOTE: Avoid generalizing about the climates of either Japan or the U.S. from this activity. Climates in Japan range from cool-temperate in the north to subtropical in the south. In some ways, the climate of Japan can be compared with that of the Eastern seaboard of the U.S. from Maine to Georgia.

Weather Chart

Name _____

CITY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
Tokyo Osaka						1ST WEEK
Your location New York City						
Tokyo Osaka						2ND WEEK
Your location New York City						
Tokyo Osaka						3RD WEEK
Your location New York City						
Tokyo Osaka						4TH WEEK
Your location New York City						

CONCLUSIONS

1. _____
2. _____
3. _____
4. _____
5. _____

20

Population Density

Grade: Six

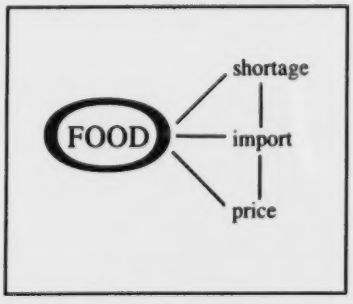
Approximate Length: Two lessons

Concepts/Skills	Resources Needed
Population density	Felt markers
Classification of information	Newsprint
Critical thinking	*Current* world almanac
	Current World Population Data Sheet (Population Reference Bureau, Washington, D.C.)

Method, Activities, Applications

1) Use class suggestions to obtain a definition of population density.
2) Divide the class into three or four groups for the first activity.
3) Give each group a large sheet of newsprint with one of the following focus words written in the centre: *food, transport, housing, land-use, employment*, etcetera ... (See figure below).
4) Each group will construct a web which outlines how the particular focus that they choose is affected by population density. (note: no mention is made at this time as to whether high or low population density is intended.)
5) Each group displays and explains their web. The class may discuss any of the points made and/or add to the web.
6) Teacher directs questions about their web to each group.
7) Conduct a summary discussion on the effects of high and low population density.

Example of a population density web



Sample Definition

Population density—The number of residents in a given area of land. e.g. 15/km^2 which means on the average, fifteen people live on every square kilometre of land.

Note: Since this definition refers to the average over the entire land area, different regions within the region may have different densities.

Suggested Discussion Questions

Are the effects of population density good or bad?

Do the effects listed on your web occur with high or low population density?

What other factors (physical, climatic, cultural) should we consider in regard to Japan? U.S.? A selected third country?

What effects on your web do you think Japan is experiencing?

Suggested Summary Questions

What are the effects of:

i) High population density and

ii) Low population density

on a country?

What are the advantages and disadvantages of high and low population density?

Comments

1. Items above may be tape recorded for future reference by the class.
2. Two enrichment activities might be:

   a) Graph construction and mathematical calculations to compare Japan with other countries of the world; a discussion of similarities and differences in the problems those countries face.

   b) Estimating the population density of the school's neighborhood and, if possible, comparing it with other neighborhoods in the city.
3. *Population figures change constantly. Use the most recent references. Note differing rates of growth in different countries (see World Population Data Sheet).*

Using Limited Space Creatively

CONTENT THEME: Space is limited in Japan. This factor has affected many aspects of Japanese life.

CONCEPTS:

Scarcity
- of physical space

Environment
- as an alterable space

INTERDISCIPLINARY SKILLS:

Getting information
Evaluating alternative courses of action
Participating in group planning and discussion

SELF-MANAGEMENT SKILLS:

Decreasing egocentric perceptions
Increasing the ability to empathize

LEARNING ACTIVITY SEQUENCE:

Through this sequence of activities, students will explore how limited space can be used creatively in diverse ways. The use of space in Japanese homes is the content considered.

Activity I: To introduce students to the idea of organizing materials to fit into a given limited space, ask

"What section of our room seems to have a problem of too much crowded into too small a space?" (Often a coatroom, crafts corner, library area will be suggested.)

What are some problems caused by the crowding? (Chart or list answers for later use.)

"We're going to try to come up with some solutions to the crowding in that area. Let's suggest and list some ways we might deal with the situation by brainstorming."

Share with students the following brainstorming guidelines:

1. Suggest *all* ideas, even ones that may seem silly or extreme.
2. Give suggestions in brief form, not whole sentences or long explanations.
3. Accept the ideas of others openly (don't put them down).
4. Add ideas that are suggested to you by the ideas of others.

Students will use the brainstormed ideas and work in small groups to suggest ways to deal with the crowded spot.

They might draw or describe their plan, presenting it to the group.

Select a scheme or composite of several, and actually try it in the classroom.

Japanese have the same problems in their homes that we do in the crowded parts of our classroom, and for the same reasons. Regardless of the economic status of a family and the relative ratio of traditional to Western furnishings, there is less space for appliances and furniture than in U.S. homes. Generally, the families have less living space and live closer together than Americans do. An entire house may be smaller than our classroom.

Often rooms are multipurposed. A daytime living room may have *tatami* floor cover (thick rice-straw mats, 3′ x 6′) and a low table with cushions for sitting, having tea, and meals. At night the table may be tipped on end and moved to accommodate a sleeping pad and *futon* (quilt) from a shelf behind sliding doors.

Having explored the multipurpose nature of the Japanese room, students will furnish an empty room working in partner pairs. Each pair of students will complete two pictures, one showing the room as a family living room in the daytime, the other in use at night.

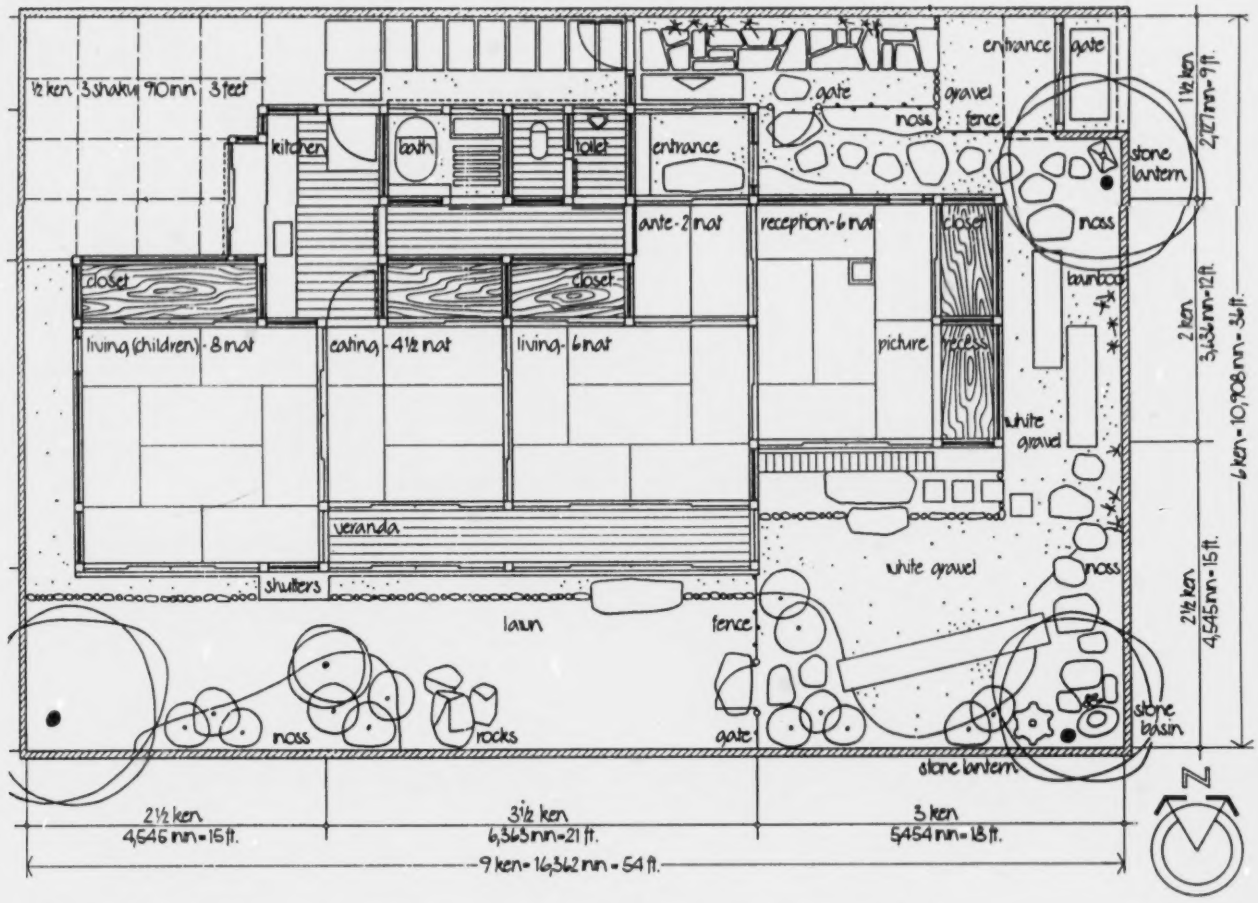
Before students begin the task, have them list criteria by which the rooms might be judged. They might suggest such things as flexibility, ease of changing from day room to night. These criteria can be applied as students share their solutions.

During the debriefing, the following points might be discussed:

Living space is scarce in Japan. Most of Japan's population is crowded into a few urban areas.

What effect might you expect that fact has had on

— price of housing
— demand for new housing
— size of new apartments
— rental fees
— availability of apartments
— furniture manufacturing
— people's relationships within the home



. design for residence of 22.75 tsubo = 75.2 sq.m = 809.4 sq.ft., building site = 9 x 6 ken = 54 tsubo = 178.6 sq.m = 1,944 sq.ft. scale 1:100

Residence and garden for a family of 5 or 6 persons

(from THE JAPANESE HOUSE, by Heinrich Engel, p. 259.
Charles E. Tuttle Co., 1964)

Activity 2: When land is scarce its cost is high.

Some interesting math related activities might revolve around an estimate of land costs in a suburban area an hour's train ride from Tokyo. *Opening Doors: Contemporary Japan* (pg. 183) reports such land sold in 1976 for $1,700 per *tsubo* (tsoo-boh), which is approximately 36 square feet. An average lot is 30–35 tsubo, or in 1976 figures, $76,500. (For 1988, multiply the Japanese land-cost by 7; to get the dollar equivalent, multiply that figure by 2 because of the decline of the dollar in relation to the yen). See "Japan and U.S. as Trading Partners".

An alternative to this is to get a *danchi* (dahn-chee) or low rent public housing apartment in a complex. To buy a 2 DK or 3 DK apartment in a private complex cost approximately $40,000 in 1976. (2 DK= 2 multipurpose rooms, dining area, kitchen, and bath).

Try to measure out in the classroom

— a 6 *tatami* room
— a *tsubo*
— 30 *tsubo* (30 x 36 sq. ft.)
or an average lot size

Activity 3: People living in limited spaces have to choose carefully what they need and want.

Imagine your family moving to Japan for a year into a 3 DK apartment. What problems might you have? Make a list of things each member of your family might need. Add things you feel each would want. What things your family members value might have to be left behind?

Note that this space-utilization activity cites figures for land costs in 1976. Would any 1976 figures be valid today? What about other constantly-changing figures that become embalmed in textbooks—for population, number of children attending school, income, cost of living, life expectancy, and the like? Some schools are still using textbooks that set Japan's population at 96 million; without checking the date of publication, students will assume that to be the current number. As correctives:

1. *Get and post the Population Reference Bureau's* **World Population Data Sheet** *that shows each country's population, annual % increase, and doubling time at the current rate of increase.*

2. *Teach students the Rule of 70: anything increasing at the rate of 1% a year will double in approximately 70 years; at 2%, 35 years; at 3%, 17.5 years (an argument for saving part of their allowances and earnings!).*

3. *Require that any reference to a number that changes with time be accompanied by a date.*

4. *Get in touch with the nearest Japanese consulate for current statistical figures or estimates. For general data, use a* **current** *world almanac.*

Activity 4: People living in close proximity need rules to protect their privacy.

The following dialogue was suggested by a Washington, D.C. high school student's experience in Japan, summer 1980. The boy, Don, was a Youth For Understanding exchange student. The Returnee Coordinator was an adult interested in helping students adjust to reentry into U.S. culture.

R.C.: What was a critical incident that affected you when you were becoming adjusted to living with your Japanese family?

Don: Well we had some trouble about noise. You see the houses are small and the walls thin. I like loud music—not *real* loud—but my family didn't.

R.C.: Was there a problem?

Don: Yeah, my Japanese mother said I had to turn it down. So I did, but I kept it up to about seven on the stereo which I didn't think was loud. Ten was highest.

R.C.: Did that settle things?

Don: No, she'd always have my brother go into my room and turn it down.

R.C.: How did you feel about that?

Don: Well I got mad. See there wasn't really anything to do at night because Japanese high school kids study so much. What I liked to do was just listen to music at night. I didn't think that was unfair.

Don's problem bothered him when he was visiting Japan. How do you feel about the way he handled it? What other choices did he have?

Think about living in a 2 DK or 3 DK home such as those we have studied.

What might be some rules necessary for families to have as they live together? Work in threes and make lists of rules that might help.

Make a check next to rules similar to rules you have at home.

Follow-up and elaboration:

Creative use of space as seen in Japanese landscaping and gardens can be studied to elaborate on the theme of these activities. Economic as well as cultural effects of limited space can be explored. What types of industries have grown up? What kinds of products might be influenced by limited space in Japan?

For activities to extend this sequence consider *Japanese Family*, a Match Box Kit by the Boston Children's Museum.

"HANDS-ON" EXPERIENCES

As Japanese artifacts become increasingly available, "discovery boxes" become increasingly popular. Teachers returning from Japan bring home everything from coins to costumes to soda-pop cans. But teachers unable to travel can find many of the artifacts locally, and pictures can be substituted.

A particularly effective way to use pictures is to cut up magazines such as **Japan Pictorial** *(available from your nearest Japanese Consulate) and make collages on the sides of a large cardboard box, using a different theme for each side; for example, small-scale farming, arts and crafts, large-scale industry, and an urban shopping/residential district. Divide the class into four groups, each facing one side of the box, and have them describe to each other their perceptions of the unnamed country they see. Diversity can be an intriguing concept.*

Given the availability of artifacts, a way of using them in addition to those suggested in the lessons is to play Artifact Bingo. Divide a large table into squares with masking tape. Number the squares and put an artifact in each. Students are challenged to identify each object and its use. The first to complete a row correctly wins a prize.

The Inquiry Approach To Realia

PURPOSE: To develop a curiosity about artifacts instead of just being told what they are.

To learn how to ask good questions.

To learn how to use imagination.

To recognize that sometimes we judge the use of certain items from another culture based upon how WE use it.

MATERIALS: Items from the realia table.

DIRECTIONS:

1. Hold up an object.
2. Students are to ask questions that can be answered by the teacher with a "yes" or "no".

   EX. Is it used for eating?
   Is it used in school?
3. Students should try to build on previous questions.
4. Periodically, have someone restate what is known so far.

Setting Up a Realia Table

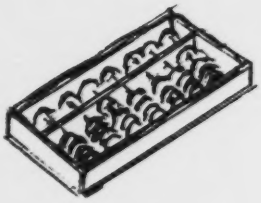
GETA

ZORI

TABI

PURPOSE: To give students an opportunity to see and touch items from Japan.

MATERIALS: Many characteristically Japanese items are increasingly available in local stores and markets.



ABACUS

This is only a personal, partial, and suggested list; by no means is it complete or mandatory.

Daruma doll
scroll
doll costume
hair ornament
parasol
good luck charm
abacus
kimono
fan
Noh mask
Japanese magazine
origami (paper folding)
lacquerware
books about Japan
maps
cricket cage
rice bowl
tabi (sock with separated toe)
food samples
chopsticks
kite
Buddha image
obi (formal sash)
incense burner
paper money and coins
carp
travel poster
lantern
pottery made in Japan
ikebana (flower arrangement)
travel brochure
geta (wooden sandal)
Japanese comic book
ink painting or calligraphy
wood block print
miniature tray garden
sumi-e equipment (artist's brushes, inkstone, water-dropper, paper.)
shakuhachi (bamboo flute)
place setting of food
other made-in-Japan products

Do not label anything!

Use the lesson titled:

"The Inquiry Approach To Realia"

***WARNING:** Avoid items that will reinforce outdated stereotypes. When selecting artifacts, ask yourself (1) does this item reflect a significant aspect of Japanese culture, traditional or modern? (2) is it in current use? Compare this list with the one in the next lesson.*

What Is This Culture?

An Introduction to the Study of Japan Through the Use of Artifacts

Objectives:
- To examine artifacts as an approach to understanding a new culture
- To make hypotheses, deductions, and assumptions

Time required:
- One hour

Materials in packet:
- A Culture Box containing artifacts

Items in one traveler's Artifact Box

1) Pottery cup from Hagi
2) Nippon Steel match box
3) Match box with advertising on it
4) Woven mats
5) Towel with picture of green grapes
6) Suzuki Circuit International Racing Course pen
7) Hotel match cover
8) Postcard showing money
9) Coke bottle top
10) Orange juice can
11) Match cover with picture of car
12) Plastic bag with advertising on it
13) Dairy Queen match case
14) Subway map
15) McDonald's place mat
16) Comic book
17) Comic character sheet
18) City map
19) Postcard showing highways and hotel
20) Hotel folder
21) Name card
22) Subway ticket
23) Calendar
24) Newspaper
25) Department store layout
26) Picture of train
27) Stamps
28) Record label
29) Coins
30) Luggage tag from hotel
31) Hotel receipt
32) Pachinko ball
33) Pen
34) Directions for using western toilet
35) Grape products booklet
36) Example of electronic typing
37) Luggage tag showing playland
38) Hotel services directory
39) Radio and TV guide
40) Ads for toys

Note to teacher:
- This activity can be successful whether or not the class is aware that they will be studying Japan. Items in the box contain information about the following categories: natural resources, handicrafts, manufacturing, agriculture, lifestyles, tourism, commerce, transportation, food, department stores, technology, communication, leisure activities, toys and books. Students can brainstorm categories prior to beginning the activity or they can develop a list as they discuss each item.

  Note that these artifacts do not tell everything about the culture and may give misleading information. The use of the artifacts is to stimulate students to ask questions and to postulate hypotheses that will be tested as they study the culture in greater depth.

Procedure:

1. Have students sit at their desks. Explain to them that they will be looking at some artifacts or items from another country. They are to try to figure out what the country is like from these items. As they study further, they will find out if their ideas are correct.

2. Hold up item #12, the blue plastic bag. Ask them, "What can you tell about this country from this bag?" They will probably respond that they use a different language and alphabet. Write on the board "language with different kinds of letters." If they don't volunteer this information ask, "What is this bag made of?" "Where does the plastic come from?" After they have answered, write "manufacturing" on the board. Discuss the difference between a developing and a developed society. Ask, "Is this country developing or very developed in terms of things that people can make?" Introduce the word technology and explain that plastic is evidence of a technologically developed society. Write the word "technology" on the board.

3. Give each student one object. Put the extras on a table. Give students time to examine their artifacts. Side-coach with questions such as, "What is your object made of?" "What does it tell you about the people who use it?"

4. Have each student hold up and describe/discuss his/her object. Record the responses on the board in note form. For example, item #1-handicraft, #2-advertising important, hotel industry. Put a check next to technology and manufacturing every time this refers to an item.

5. After each student has reported, have students walk around to examine each object as well as the extra items on the table. Add notes to the list. Remind the students that these objects do not tell everything about the country. Ask, "What do you want to learn more about?" Record these questions.

6. Make a chart of items and questions generated by the class for reference as the class studies Japan.

7. Collect the artifacts, item by item, and return to the correct envelopes. DO NOT LEAVE ITEMS ON DISPLAY.

Making A Daruma Doll

PURPOSE:

To become familiar with a Japanese tradition.
To show that Japanese have faith in their wishes . . . especially when they are backed by hard work and courage.

PROCEDURE:

1. Introduce the idea of wishing. Elicit from the students ways that we use symbols to help us achieve our wishes. Examples: wishing on a star, wishing wells, wishbones, candles on a birthday cake.

2. Introduce Daruma-san. Daruma was an Indian philosopher and disciple of the Buddha whose full name was Bodhidharma. *San* is a title of respect. Legend has it that he meditated for so long that he lost the use of his arms and legs. As a result, he could not walk, but he epitomized the popular Japanese proverb, "One may fall seven times but will rise up on the eighth."

   Daruma became the symbol of determination and perserverance. Daruma dolls are often made with weighted bottoms; so, when they are tipped over, they right themselves. The eyes are usually made without their pupils. When a wish is made, one pupil is colored in. This wish should be goal-oriented and should involve the wisher in attaining it. When the goal is met, the other eye is colored in.

MATERIALS:

Round balloons
Strips of newspaper
Strips of paper towel for final wrap
Starch or paste
Dishes for starch/paste
Newspapers to protect desks or floor
Nontoxic paint
Plaster to weight the bottom

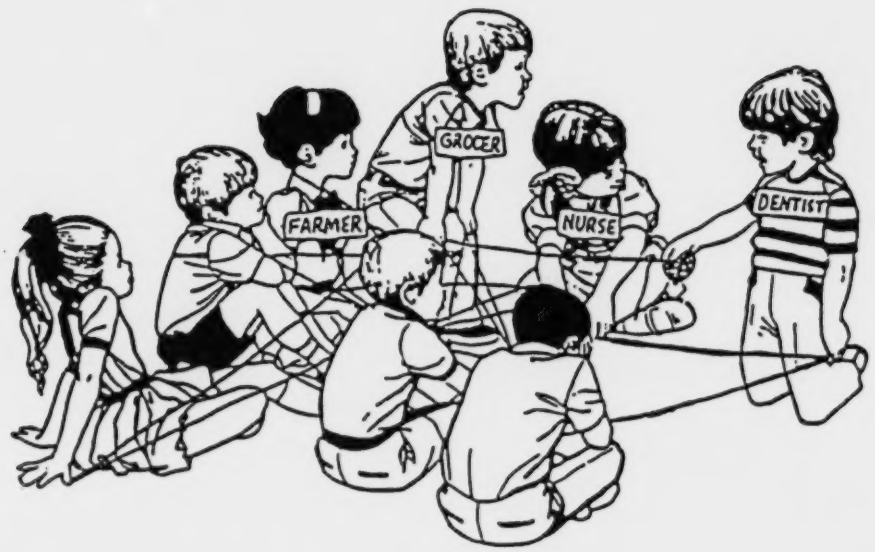
DIRECTIONS:

1. Blow up the balloon as big as it will go comfortably.
2. Tie a knot on the end.
3. Paper maché small strips of starch or paste soaked paper all over the balloon VERY SMOOTHLY. The painting surface will be as smooth as the layers of paper are.
4. Put about 5 layers on the balloon; weight the bottom by adding plaster.
5. Make the 6th layer of small smooth strips of paper towel (white).
6. Allow the balloons to dry thoroughly. Be sure to rotate them as they dry.
7. Paint a monk's robe on the doll.
8. Paint a face on the doll, leaving both eyes blank, without pupils.
9. When all dolls are finished, have the children make a special wish or set an attainable goal and paint on one of the eyes.
10. When the wish comes true, or the goal is met, paint on the other eye.

ECONOMIC INTERDEPENDENCE

It is a short step from making products to trading them. The Japanese have become so successful at both that some American politicians and economists are alarmed. If one has tunnel vision and sees only the bilateral trade between the U.S. and Japan, our "unfavorable balance" does seem alarming. We need to remember that trade is multilateral; each country has several trading partners with varying degrees of surplus and deficit. Japan's dependence on Middle Eastern countries for oil seems as bad to Japanese politicians as our dependence on Japan for electronics, cameras, and automobiles seems to ours.

The global network of trade can be illustrated graphically by a workers' web.



A Workers' Web

An activity for exploring the advantages and disadvantages of specialization and the interdependence which results.

Supplies: 3x8 tags for each participant with the name of an occupation on each. Pictures can substitute for words in kindergarten classes. Tags can be made in advance, or students can make their own tags and choose their own occupations. In that case, students might discuss why they chose their occupations and what their opportunity costs were when they made their choices.

Activity: Participants sit on the floor in a circle, with each person's occupation tag clearly visible.

The leader takes the ball of string, and holding on to the end, rolls it to someone in the group and explains that he/she needs that person because . . . The grocer might need the produce farmer for tomatoes, or he might need the restaurant owner to buy groceries from him. The second person holds onto the string and rolls the ball to another person. Continue until everyone in the circle has been "needed". The string will have formed a "web" shape by that time.

DISCUSSION:

1. What are some of the advantages of specialization?

2. What are some of the disadvantages? What happens if the fireman quits?

3. Lead the group to understand that because of specialization people need each other. People who specialize are interdependent.

Japan and U.S. as Trading Partners

OPENING ACTIVITY: SCAVENGER HUNT

Name _____

Date _____

Note to Parent/Guardian: Please help your child with the assignment below. Your child is particpating in an international economics education program. This lesson is designed to demonstrate the impact of trade.

Directions: Search in your home or community for (1) advertisements or catalogs describing items produced in Japan, or (2) actual products from Japan. Try to find as many as you can and list the name of the company which produced each item.

PRODUCTS	COMPANY PRODUCING THE ITEM
Athletic Shoes	
Automobile	
Camera	
Radio	
Cassette Player	
Dishes	
A Fish Product	
Silk Blouse, Shirt, or Scarf	
Watch	
Bicycle	
Sports Equipment	
Other	

Japan and U.S. as Trading Partners

Overview

This lesson demonstrates that trading relationships between countries require a flow of products and services among the participating countries. Pupils will review data describing the products and services Japan exports to the United States as well as the products and services the United States exports to Japan.

Content Focus

Trading partnerships between countries require that one or both countries export products and services to their trading partner. Because countries have different forms of money, each importing country must buy the products from the exporting country with money used in the exporting country. For example, products/services exported from the U.S. to Japan are paid for with U.S. dollars. Similarly, the U.S. pays for the imports from Japan with Japanese money called *yen.*

Generalizations:

Countries that want to trade products and services establish trading partnerships or trade agreements which allow businesses to buy and sell products between countries.

Trade between countries ultimately requires payment to be made in the currency of each country.

Concepts:

Exports — products and services produced in a country which are sent to another country for sale.

Imports — products and services brought into a country that were produced in a different country.

Trade — to engage in the exchange, purchase, or sale of products and services.

Skills Practiced:

Interpreting charts, using maps, participating in discussions.

Objectives:

After discussing the scavenger hunt and major products traded between the U.S. and Japan, the learner will demonstrate an understanding of trading partnerships by completing the chart.

Materials:

TEACHER MATERIALS:

Transparencies of "Selected Imports and Exports of Japan," and "Selected Imports and Exports of the United States."

PUPIL MATERIALS/FOR EACH PUPIL:

The "Flow of Products Chart"
The "Flow of Products Map"

(Duplicate the pages provided; do not cut up the originals).

Suggested Procedure:

1. DISCUSS the homework assignment—"Scavenger Hunt." Ask the class to briefly explain the results by tallying on the chalkboard the number of items manufactured in Japan that were purchased or were available for sale in the United States.

ASK, "Why are these items available in the U.S.?"

(Consumers in the United States have decided that these items are desirable [represent the highest quality/lowest priced products available] and thus have purchased those items. Japanese companies produce items such as those listed on the activity sheet because consumers in the U.S. are willing and able to buy them. Trading agreements between U.S. and Japan allow Japanese businesses to sell products in markets within the United States.)

EXPLAIN that the United States imports products from Japan and exports products to Japan; Japan imports products from the United States and exports products to the United States.

2. DISCUSS the following questions.

   (1) Why does the U.S. trade with Japan?

   (People in the U.S. are willing and able and want to buy products manufactured in Japan.)

   (2) Why does Japan trade with the United States?

   (People in Japan are willing and able and want to buy products manufactured in the U.S.)

   (3) Why don't the U.S. and Japan produce all the products the people want within their own countries?

   (The U.S. and Japan do not have all the necessary resources to produce all the products people want. Also, other countries often can produce certain products at lower cost. When countries produce products in which they have the comparative advantage, resources are used more efficiently and more products can be made.)

3. DISPLAY the Transparency, "Selected Imports and Exports of Japan".

   EXPLAIN to the pupils that these items are some of the leading imports and exports of Japan.

   DISCUSS THE transparency.

   (1) What items are imported and used for consumption by the Japanese? (foodstuffs, petroleum.)

   (2) Why does Japan import foodstuffs and petroleum? (Japan does not have the resources to produce as much as wanted of these types of items.)

   (3) What Japanese imports are used, at least in part, to manufacture items that are exported? (Machinery and transportation equipment, metal ores, textile products, and petroleum.)

4. DISPLAY the transparency, "Selected Imports and Exports of the United States."

   DISCUSS the transparency.

   (1) Which U.S. import is not used in the production of a product that is exported? (textiles and apparel.)

   (2) Why does the U.S. import textiles and apparel? (The people in the U.S. have decided to buy the majority of its textiles and apparel from other countries.)

   (3) What food product does the U.S. produce in large enough quantities that the surplus may be exported to other countries? (grains.)

   (4) Why would the U.S. want to import automobiles and machinery when it also exports those same items? (These are broad categories of production, and specialization occurs within each category. For example, Japanese produce small, fuel-efficient automobiles for export, while the U.S. produces luxury automobiles and heavy duty vehicles for export.)

5. DISTRIBUTE the "Flow of Products Chart." Explain that pupils are to distinguish between imports and exports among countries by placing the product arrows on the map according to the directions given on the chart and in accordance with the two Trading Situations presented on the map.

6. ASSIST pupils as needed in completing the activity map, or complete together as a class following the directions below.

   DIRECTIONS to complete the FLOW OF PRODUCTS MAP:

   (a) With paste/tape, connect the two halves of the "Flow of Products Map," as indicated.

   (b) Read each Trading Situation on the map.

   (c) Cut out (from the "Flow of Products Chart") the two Product Arrows which represent the products being bought and sold in the situation.

   (d) On each Product Arrow, write the name of the country that is buying (importing) the product and the name of the country that is selling (exporting) the product, on the lines provided.

   (e) Paste/tape each Product Arrow on the map, pointing it away from the country selling the item, and toward the country buying the item.

   (f) Cut out (from the "Flow of Products Chart") a Currency Arrow, paste/tape it on the map, pointing it toward the country that receives payment for the product sold.

TRADING SITUATION ONE

A company in Japan buys petroleum from Saudi Arabia for use in producing plastics which are then used in making cassette recorders. People in the United States buy cassette recorders from Japan.

Answers for Trading Situation One

Saudi Arabia exports petroleum to Japan as a factor of production necessary to make plastic which is used to make cassette recorders.

Japan imports the petroleum.

Japan exports the cassette tape recorders to the U.S.

The cassette tape recorders are imported by the U.S.

Saudi Arabia receives currency for the petroleum sold.

TRADING SITUATION TWO

A chocolate company in the United States buys cocoa beans from the Ivory Coast of Africa as a resource necessary to produce chocolate products. The chocolate company sells U.S. chocolate products to Japan.

Answers for Trading Situation Two

Cocoa beans are exported from the Ivory Coast of Africa to the U.S.

Cocoa beans are imported to the U.S.

Chocolate products are exported to Japan by the chocolate company.

Chocolate products are a Japanese import.

Ivory Coast of Africa receives currency for cocoa beans sold.

U.S. receives currency for chocolate products sold.

(Each transaction is stimulated by the flow of currency from purchaser to producer.)

7. In the next lesson the pupils will review the information presented in the unit thus far by taking a short essay quiz.

SELECTED IMPORTS AND EXPORTS OF JAPAN

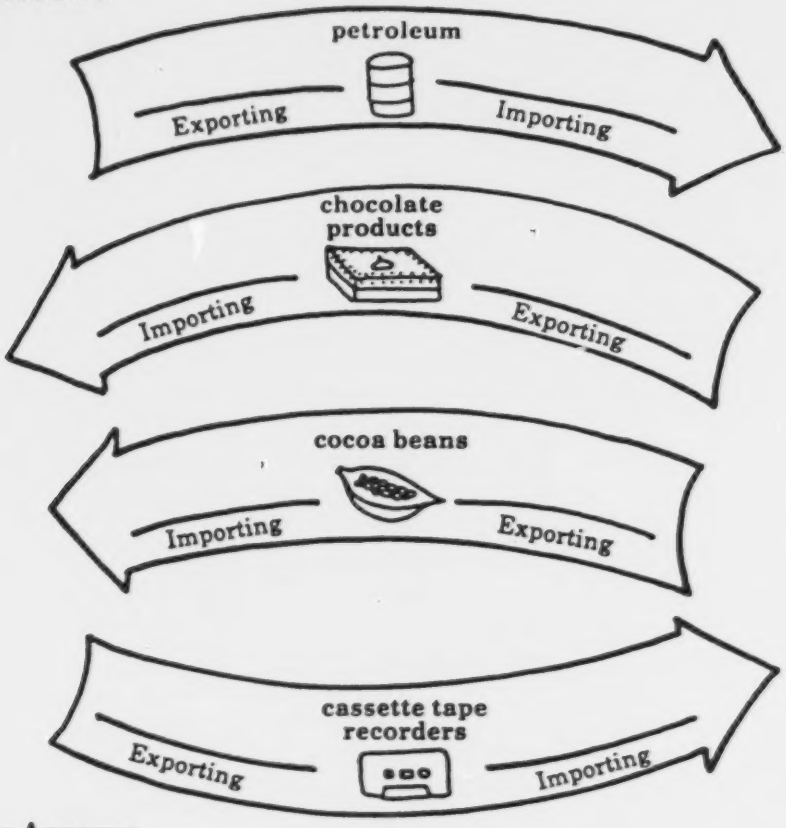
IMPORTS	EXPORTS
PETROLEUM	MACHINERY AND TRANSPORTATION
FOODSTUFFS	METALS AND METAL PRODUCTS
METAL ORES AND SCRAP	TEXTILE PRODUCTS
MACHINERY AND TRANSPORTATION EQUIPMENT	CHEMICALS
TEXTILE FIBERS	

SELECTED IMPORTS AND EXPORTS OF THE UNITED STATES

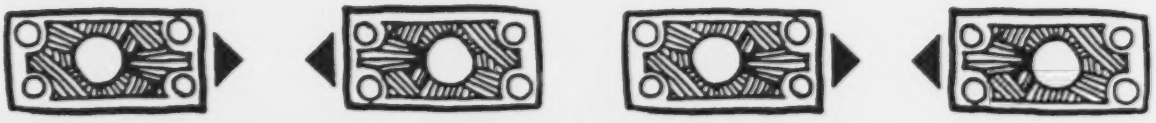
IMPORTS	EXPORTS
PETROLEUM PRODUCTS	MACHINERY
MACHINERY	CHEMICALS
AUTOMOBILE PARTS	AUTOMOBILES
TEXTILES AND APPAREL	GRAINS

Flow of Products Chart

Product Arrows



Currency Arrows



Directions to complete the FLOW OF PRODUCTS MAP:

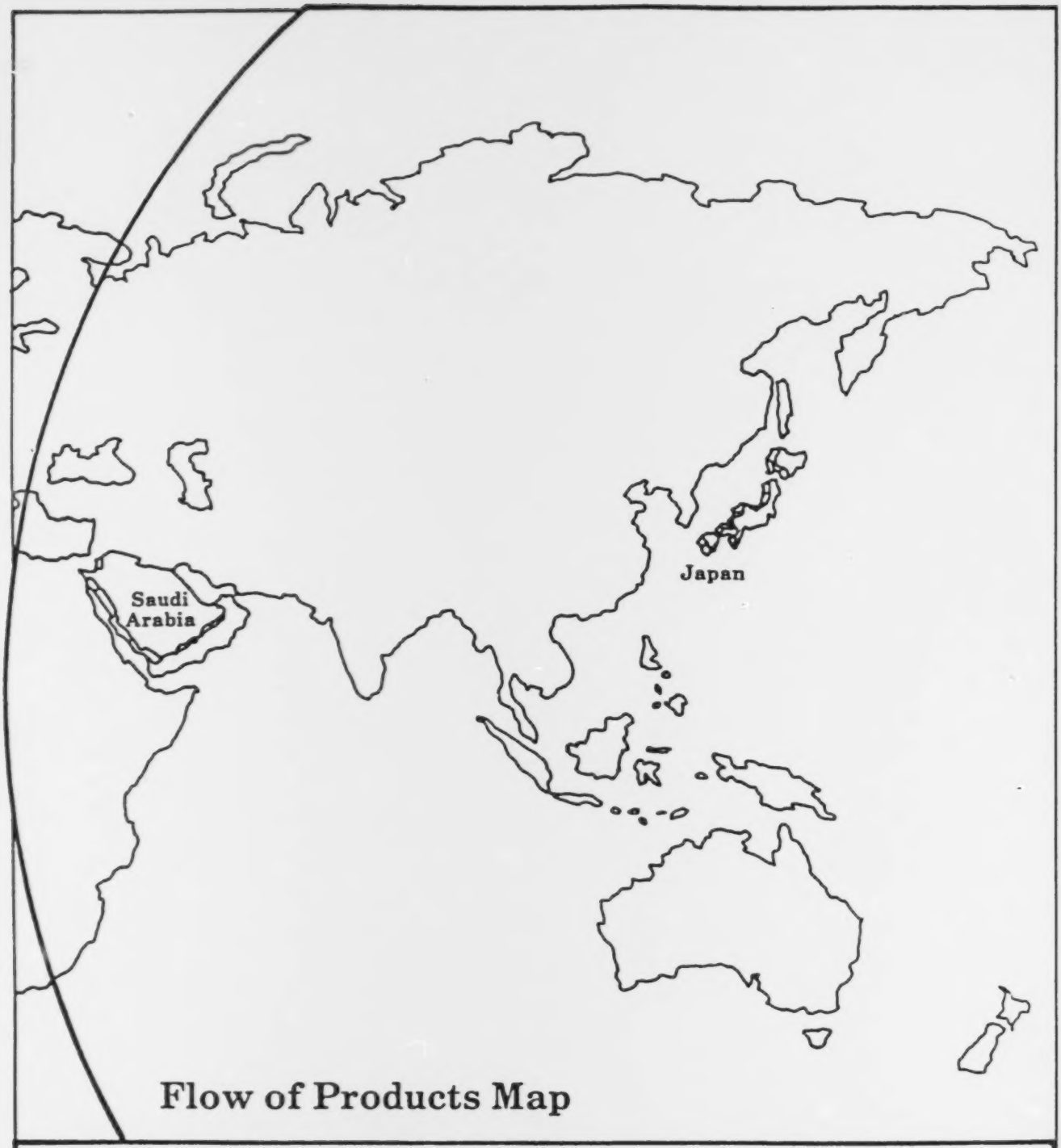
(a) Read each Trading Situation on the map.

(b) Cut out (from the "Flow of Products Chart") the two Product Arrows which represent the products being bought and sold in the situation.

(c) On each Product Arrow, write the name of the country that is buying (importing) the product and the name of the country that is selling (exporting) the product, on the lines provided.

(d) Paste/tape each Product Arrow on the map, pointing it away from the country selling the item, and toward the country buying the item.

(e) Cut out (from the "flow of Products Chart") a Currency Arrow, pointing it toward the country that receives payment for the product sold.



Flow of Products Map

Trading Situation One:

A company in Japan buys petroleum from Saudi Arabia for use in producing plastics which are then used in making cassette tape recorders. People in the United States buy casette tape recorders from Japan.

Trading Situation Two:

A chocolate company in the United States buys cocoa beans from the Ivory Coast of Africa as a resource necessary to produce chocolate products. The chocolate company sells its chocolate products to Japan.

THE JAPAN TRADE GAME

Grade Level: 5-7

Note: This game is written from the consumer's point of view. A unionist or an industrialist would hold different opinions on the issues presented in this game.

Goals: Students will begin to recognize the importance of international trade, especially U.S.-Japan trade. Students will begin to recognize some of the issues of international trade.

Vocabulary: (Explain terms before game.)

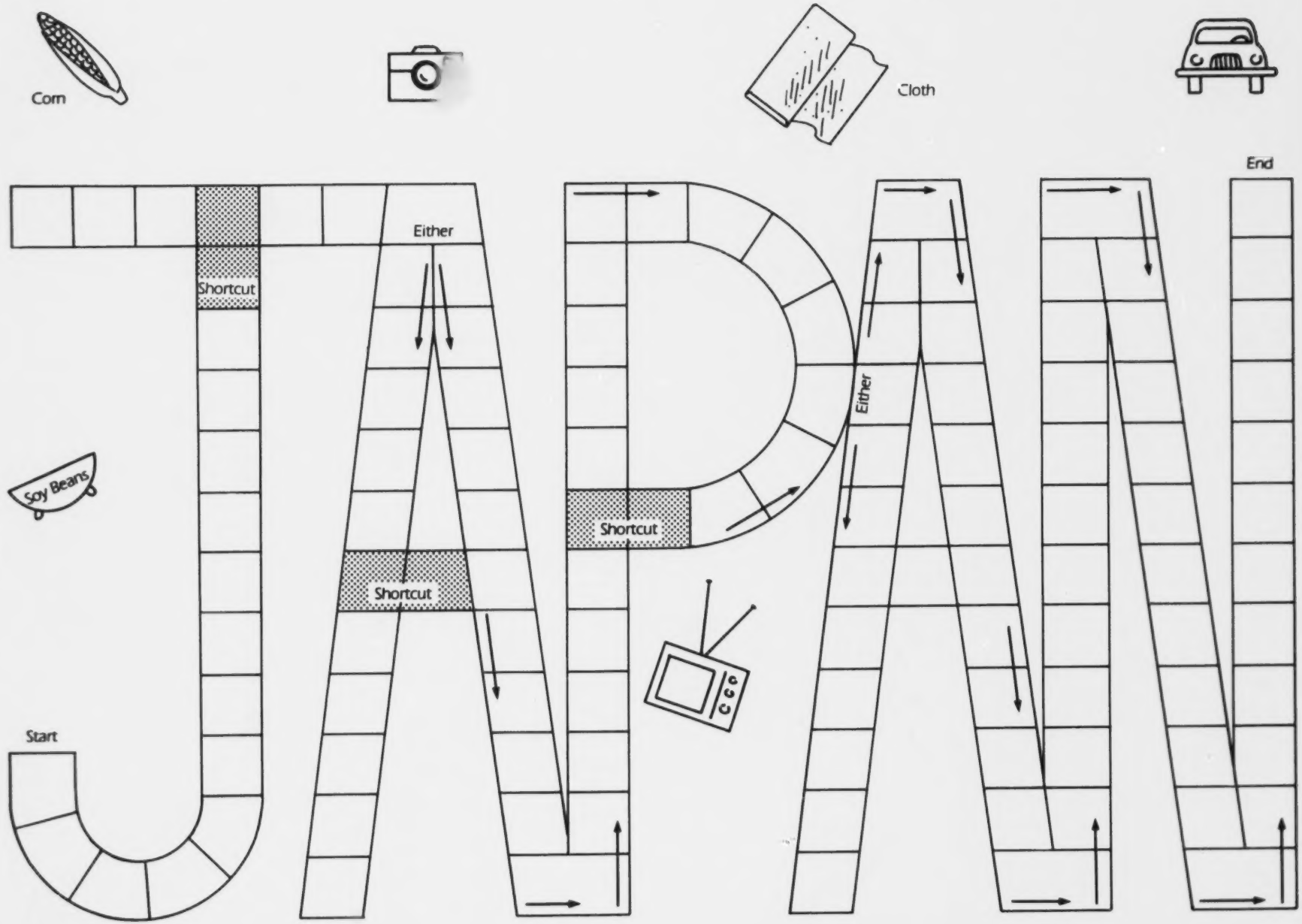
tariff
quota
import
export
productivity
capital
technology
protectionist
commodities
consumer
raw materials
market
investment
access
long range planning
balance of trade
inflation
trade mission

Directions: Get dice and a marker for each player. Enlarge the game board to spell JAPAN.

This is a game for two players. Roll the dice—high roll begins. Roll the dice and move forward that number of spaces. Then pick up a card. Read the card aloud and move backwards or forwards as indicated. Sometimes your trading partner will also move. If you land on a short-cut space you can take the short cut, otherwise you must go the long way. If both you and your partner land on the same space at the time the first one to say, "Balance of Trade" gets to go ahead 3 spaces. The winner must land exactly on the End to win.

Good luck!

Evaluation: The students should be able to complete the check up sheet after reading the introduction and playing the game.


Corn
Cloth
End
Either
Shortcut
Soy Beans
Shortcut
Shortcut
Either
Start

These are the player's cards. Cut them apart. One set is marked "Japan" for one player and the other player is the U.S.

JAPAN

Your country has decided to open up an auto factory in the other country. Go forward two spaces. Your trading partner can also go forward two spaces.

JAPAN

The Japanese government is encouraging its industries to make investments in the U.S. Go forward two spaces. Your trading partner can also go forward two spaces.

JAPAN

New technology developed in the auto industry allows your auto manufacturers to cut costs as they have become 93% automated. Go forward three spaces.

JAPAN

Your country decides to import more beef and citrus juice from the other country. You may go forward two spaces and your partner can go forward two spaces.

JAPAN

Your country has cut tariffs on forestry products--especially lumber and paper. Go forward two spaces. Your trading partner also cut tariffs on imports so your partner can go forward two spaces.

JAPAN

The Japanese have accepted U.S. noise test methods on American made cars for export to their country. This means easier U.S. access to the Japanese market. Go forward two spaces. Your trading partner can go forward two spaces.

JAPAN

Your auto exports are up from last year. Due to the oil crisis and your car's high fuel efficiency, sales are booming. Go forward four spaces.

JAPAN

Your country's productivity rate is increasing. Go forward three spaces.

JAPAN

Kikkoman Foods is opening a plant in Wisconsin. 80 new jobs will be created. Go forward one space. Your trading partner can go forward two spaces.

JAPAN

Your country has cut tariffs on imported agricultural products. Go forward two spaces. Your trading partner can go forward two spaces.

JAPAN

Your country is doing long-range planning with your trading partners. Go forward four spaces. Your partner can go forward two spaces.

JAPAN

Your country has cut tariffs on fishery products. Go forward two spaces. Your trading partner can go forward two spaces.

JAPAN

Mitsubishi decides to run grain elevators in California. This provides the U.S. with additional capital to finance employment and growth. Go forward two spaces. Your partner can also go forward two spaces.

U.S.

Japan is increasing its imports of agricultural machinery. This is good for your balance of trade. Go forward three spaces.

U.S.

Your country's productivity rate is decreasing because inflation makes money worth less and higher wages must be paid to produce the same amount of goods. Go back three spaces.

U.S.

Japan is increasing its imports of aircraft. Go forward three spaces because this is good for your balance of trade.

U.S.

Japan is increasing its imports of corn and soybeans. Go forward three spaces. This is good for your balance of trade.

U.S.

Japan is increasing its imports of cotton. Go forward three spaces. This is good for your balance of trade.

U.S.

Your country sends a trade mission to increase its exports to the other country. Go forward two spaces.

U.S.

Your country has put a tax (tariff) on all textiles being imported from the other country. Go back one space.

U.S.

Your country has limited the number of TV sets that the other country can sell (trade quota) to your country. Go back one space. Your trading partner must also go back one space.

U.S.

Japan increases purchases of auto parts. Go forward two spaces.

U.S.

Your country has put a quota on the number of CB's (Citizen Band Radios) that can be imported from Japan. Go back one space. Your trading partner must go back one space.

U.S.

Your company is studying the export market. It is planning for and encouraging exports. Go forward two spaces.

U.S.

Unions have influenced your government to use protectionist measures to save jobs in your country. Go back two spaces. Your trading partner must go back one space.

U.S.

Japan is increasing its imports of chemicals and fertilizers. Go forward three spaces. This is good for your balance of trade.

CHECK UP SHEET (TEACHER)

Directions: Use the introduction and all the knowledge that you have gained from the Japan Trade Game to fill in the blanks below. Then enter the first letter of each of your answers in the numbered boxes. These letters should spell something that you have learned about.

1. A special tax put on foreign goods is called a *tariff.*
2. Oil, copper, and iron ore are all *raw* materials.
3. Corn, soybeans, and wheat are *agricultural* products.
4. The *development* of new technologies helps to make new products available at lower prices.
5. Goods sold to foreign countries are called *exports.*
6. When a country imports as much as it exports it has achieved a *balance* of trade.
7. Japan's auto industry is highly *automated.* In some factories 93% of all the jobs are done by machines.
8. The *limit* on the number of certain products that can enter a country is called a quota.
9. The U.S. exports civilian *aircraft* to Japan.
10. If a country opens up a factory in another country *new* jobs are created.
11. Japan exports many *cars* to the U.S.
12. A tariff makes foreign goods more *expensive.*

CHECK UP SHEET (STUDENT)

Directions: Use the introduction and all the knowledge that you have gained from the Japan Game to fill in the blanks below. Then enter the first letter of each of your answers in the numbered boxes. These letters should spell something that you have learned about.

1. A special tax put on foreign goods is called a _____.
2. Oil, copper, and iron are all _____ materials.
3. Corn, soybeans, and wheat are all _____ products.
4. The _____ of new technologies helps to make new products available at lower prices.
5. Goods sold to foreign countries are called _____
6. When a country imports as much as it exports it has achieved a _____ of trade.
7. Japan's auto industry is highly _____. In some factories 93% of all the jobs are done by machines.
8. The _____ on the number of certain products that can enter a country is called a quota.
9. The U.S. exports civilian _____ to Japan.
10. If a country opens up a factory in another country _____ jobs are created.
11. Japan exports many _____ to the U.S.
12. A tariff makes foreign goods more _____

1	2	3	4	5

6	7	8	9	10	11	12

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CULTURE AND CUSTOMS

Customary behavior can cause endless confusion when people of different cultures meet. Normal behavior—including language—in one culture can be bewildering or offensive in another. If a person waves his hand to you, does it mean "come closer" or "go away"? What is a comfortable conversational distance? Is it the same for Latin Americans, Anglo Americans, and Japanese? Where might we find clues to proper behavior and cultural values without visiting Japan? In films? literature? perhaps in proverbs?

Which of the following sayings, for example, have Western parallels? Which seem to be distinctively Japanese? Why?

1. *Don't watch a bonfire in a straw coat.*
2. *Let wisdom and virtue be the two wheels of your cart.*
3. *Don't scratch your shoe when your foot itches.*
4. *Children are the poor man's wealth.*
5. *The nail that sticks up is hammered down.*
6. *The* **geta** *(clog) and the Buddha—both made of wood.*

Clues to Cultural Values

A popular classroom exercise for learning about the people of another culture is to take an imaginary trip to their country. This involves students in map exercises of direction, distance, size, landscape, and climate. They learn arithmetic with the money exchange rate and economics with finding out how the people earn and spend their income. They become aware of cultural values by finding out how people are expected to behave and by comparing those expectations with the ones in our own culture.

The following questions are excerpts from a list commonly used to sensitize study groups going abroad. They can be used on almost any grade level, with the expectation of more sophisticated answers from more mature students. Start by asking students to answer for their own culture/country (immigrant children are assets to be treasured!) Elicit **specific** *answers.*

1. How do people greet each other — shake hands? bow? embrace? other? How do they part?
2. On what occasions would you present or accept gifts? What gifts are considered appropriate? If flowers, what kind? (some have special meanings).
3. Are children usually present/participants at social gatherings? Elderly members of the family? Women of the family?

4. How are children disciplined at home? at school?

5. In schools, are children segregated? If so, how — race? class or caste? sex? religion? grade level? age?

6. Do most people read and write?

7. How are public sanitation, hygiene, and garbage dealt with?

8. What is the normal dress of women? of men?

9. What foods are taboo? What actions are taboo?

10. If, as a customer, you touch or handle things that are for sale, will you be considered knowledgeable or inconsiderate, within or outside your rights?

11. Is TV available? How widely used? What programs are available?

12. What is the attitude toward drinking? gambling?

13. How do adults spend their leisure time? children? (be specific).

14. What is the normal pattern of work days and days off? What are normal working hours — for men? for women?

15. What are the important holidays? How is each observed?

16. How do people get married? Who makes the arrangements? What is the attitude toward divorce?

17. What is the common language? What other languages are used?

18. What is the principal religion? Is it a state (official) religion? What are its basic doctrines? Who are its originators and shapers?

19. What is the attitude of believers in the principal religion toward other religions and their followers?

20. Who are the country's national heroes — men and women? For what kinds of achievements are they celebrated?

Encourage students to work in small groups rather than individually with this and similar activities; no one gets left out, and synergy results in more thoughtful answers. Encourage them, also, to develop their own questions that, by examining behavior, will reveal beliefs and values.

Similarities and Differences: Using a Travel Diary

Grade 6

Objectives:

Students will identify similarities and differences in the cultures and customs of Japan and the U.S.

Materials Needed:

Reading—"Tokyo Diary"

Anticipatory set:

Questions written on board for students to consider as they come in the room — What are some things you use or some customs that we have that come from other countries?

Procedure:

1. Allow a few minutes for students to respond to the questions on the board.

2. Distribute "Tokyo Diary" — have students read this to find examples of U.S. products or customs in Japan.

   Based on this travel diary, what products or customs do the U.S. and Japan share?

3. Using the "Tokyo Diary", complete the chart — Similarities and Differences in Japan and the U.S.

Evaluation Activity:

Write a paragraph using one of the following statements as your topic sentence.

1. Japan and the U.S. depend on each other for many things.

2. Japan and the U.S. share many similarities.

CHART: SIMILARITIES AND DIFFERENCES BETWEEN JAPAN AND THE U.S.

Life in the U.S. is *similar* to that in Japan:	Life in the U.S. is *different* from that in Japan:

October 10 - Sightseeing Bus

First stop Asakusa area with visit to Buddhist Temple. Crowds of people and little shops —it's a national holiday, "Sports Day." Lunch with two Indonesians and a New Zealander. All seem to be employed with their respective state departments of education except those of us from the U.S.A. who are here through a competitive process. Streets of Tokyo decorated with red plastic maple leaves to celebrate autumn season. Lunch was typical Japanese fare — tempura, rice, soybean curd, and green tea! Tokyo full of new buildings like Houston. Guide says World War II bombing raids killed twice as many people in Tokyo as in Hiroshima. Lots of children with Mickey Mouse T-shirts and dolls in park area around Imperial Palace — also many joggers out. Had a Coca Cola at top of Tokyo Tower —cost 300 yen (about $1.25) but sure tasted good — weather is warm! Nice view of Tokyo Bay from Tower. Lots of crowds — elevators crowd everyone in very tightly! Lots of little games (video, electronic) and children all busy playing them. I remember reading about Japanese mania for games and it seems to be true.

October 11 - Visit to Seiko watch factory - Takatsuke Plant

Average worker salary is $1,529 per month. If company does well, more annual bonus. Work 254 days per year, 8:15-5:00 P.M. with lunch in company cafeteria plus two exercise times. Management uses a suggestion chart requesting ideas from workers on ways to reduce cost or improve quality of product. Suggestions are rewarded if used. Rewards range from $1-$400 per suggestion plus "points." Workers can build up "points" to earn a trip to Honolulu or Taiwan. Seiko was one of the first companies to use the quality circle concept. Quality circles meet monthly, sometimes after work with food subsidized. Seiko has never had a strike. 75% of Seiko watches are exported with 30% of these going to North America. There are no female executives.

October 11 - Ginza District

Group of us took the subway for the first time. Made it with ease down to Ginza district and found our way to "Lion Beer Hall," German decor with a wide variety of dishes on the menu. I had pizza!

October 12 - Visit to Asahi Newspaper

The World Series is going on in the U.S.A. but it's not being broadcast here, and no one seems interested. Today, the Supreme Court judges in Japan will rule on Tanaka, the ex-prime minister of Japan who was tried for accepting a Lockheed bribe. Crowds of people plus riot control buses were in the streets near the Supreme Court building as we drove by in our bus. We were warmly greeted at the Asahi Newspaper building and given little packets of information printed mainly in English. Whereas we have 26 letters of the alphabet in English to use in printing, the Japanese have 2300 Japanese characters called *kanji*. What a problem for a typewriter! The newspaper uses something called the NELSON system and all pasteup is done by computer; their 142 printing presses are all computerized including wrapping and loading of papers into trucks by routes. The paper prints 12 million copies daily. We watched them print an "Extra" on the Tanaka decision.

Note that the following diary entries were one visitor's observations, made in 1983. Other people may have noticed different details. Also, of course, significant changes have occurred since then, most noticeably in the $-Y exchange rate. Remind students to date all information that is subject to change!

TOKYO DIARY

October 7 - 14

October 7 - San Francisco Airport Area

First meeting with fellow educators chosen from U.S.A. Everyone excited and nervous. All share information about selves and respective projects. Good mix of university, secondary, and elementary interests from eight different states; nine women and six men. Notes from briefing: Japanese big on formality and small gifts—offer and accept gifts with two hands, drink tea with two hands; use *"san"* as much as possible to show respect; don't really "bathe" in Japanese bath; strict laws against drunk driving, many taxis; custom of taking off shoes, and rearranging to face out; use separate sandals for toilet, bath, etc.

October 8 - On Plane

10:30 A.M. San Francisco time: just boarded JAL Flt. #2 to Tokyo via Honolulu—a thirteen hour flight!

October 9 - On small bus near Narita Airport and Tokyo

Landed at 5:20 P.M. Tokyo time (11:20 p.m. previous day San Francisco time). Guide met us and gave us small booklet with official itinerary. Can't see much due to "sound barriers" between freeway and countryside. We've been up twenty-one hours! Drove by Tokyo Disneyland—lights look like California. Drove by Ginza district of Tokyo—looks like combination Las Vegas-Paris, many neons in English.

October 9 - In hotel room

All settled in small but private air conditioned rooms with telephone and color TV (all Japanese language stations and lots of commercials including Scott Towels, Nabisco, and IBM). Vending machines in hall offer canned sake as well as canned coffee, beer, and soft drinks.

October 10- Hotel Coffee Shop

Breakfast of eggs, orange juice, and toast with two folks from the Canadian group.

October 12 - Visit to Japanese Ministry of Education (MONBUSHO)

MONBUSHO stands for Ministry of Education, Science and Culture. We saw a film and then had a lecture on Japanese education. In Japan, education is free and compulsory for children 6-14. 65% of 5 year olds and 97% of the 15-17 year olds attend some kind of school but pay tuition. There is a three-tiered system of finance: national, prefectural, and municipal. The national government shares expenses for salaries, school buildings, and teaching materials. Elementary school includes grades 1-6; lower secondary school has grades 7-9, and grades 10-12 are in upper secondary school. Special schools are provided for the blind, deaf, and mentally handicapped. Almost half the elementary school teachers are male and two-thirds of the lower secondary school teachers are male. Over 82% of the upper secondary school teachers are male. Monbusho establishes national standards of curricula by means of printing national Courses of Study. All schools are required to follow these. Surprised to find that clock hour requirements for art and music are greater than for science in elementary school! (Music & Art = 136 hours per year; Science = 70 hours) Also interesting that "Moral Education" is considered a subject and a nationally mandated curriculum area with its own Course of Study. Most "college bound" students take six years of English with emphasis on reading and writing, not conversation. National government supplies textbooks free of charge to all children enrolled in elementary and lower secondary schools whether public or private! The national government also subsidizes a free lunch program for all children (not just those from low income families). Private institutions are considered very important and are subsidized in several different ways. Three-fourths of all university students are enrolled in private universities. At end of ninth grade, students take examinations in four or five different subjects for admission to upper secondary schools. The test results are used to counsel students into appropriate schools. Males outnumber females four to one at universities while females outnumber males seven to one in junior colleges. Lecturer said "In this country, females don't try to get too specialized in order to get a good marriage. Junior colleges offer a more general education." Students in grades 1-12 generally attend school 5½ days a week and spend 34 hours per week in school.

October 12 - Shinjuku

Took subway to Shinjuku (another main shopping and nightlife area of Tokyo). There were twelve of us in the traditional restaurant with *tatami* seating. No one knew the name of it because everything was written in Japanese. No one spoke English, but there was one English menu; so, we all shared! They offered huge shrimp—twelve inches long! One serving was two shrimp and a bowl of rice. Food was good but *tatami* seating (on cushions on floor) is not very comfortable, particularly when women are not supposed to sit Indian style! My knees were killing me! We're all impressed with the cleanliness of everything—even the streets and subways. I saw a shopkeeper out sweeping the street in front of his shop just an hour before he was to close. We're all amazed to feel so clean and safe in the middle of a strange, crowded city.

October 13 - Hotel Coffee Shop

Had an interesting discussion at breakfast about why children and adults can't write and spell as well as they once did. Teachers from Canada, New Zealand, and the U.S.A. were all complaining; so, it seems to be a universal problem. Teachers seem to be blamed no matter what the country or method! There must be something else at work here ... maybe television?

October 13 - Tamagawa Gakuen Private School (Grades K - University)

Met by student guides for tour through grounds and buildings. Beautiful spacious grounds. Took shoes off to enter buildings. Otherwise, buildings very similar to U.S. schools. Heard choir concert of western music ("western" as in civilization, not "country-western")! Lovely luncheon served by women in kimonos and obis. Students and teachers in typical western dress. Men all wear dark suits and white shirts with ties. Students are dressed in school blazers but with mixed colors of slacks or skirts. This is a boarding school. Tuition is about $3000 a year. The student guides were darling - most dressed very "preppy." I spent a good bit of time talking to the teenagers and asking questions provided me by the Houston teenagers I interviewed before the trip. I was impressed by the number of Japanese students who spoke English. I was *not* impressed by the size of the school libraries. Seems that the emphasis is more on learning exactly what is in the textbook with little emphasis placed on research or creative problem solving. I was surprised to find that the teenagers I interviewed seemed to like classical music more than rock. They did have some favorite rock stars but they were all Japanese rock groups. A few of them had heard of or "knew" of Michael Jackson and Olivia Newton John.

October 14 - On bus

Driving along elevated freeway. Lots of golf driving ranges. Guide said Japan was so crowded that some "golfers" never get to see a real golf course, just enjoy the ranges. Some are triple decker. Noticed a Kentucky Fried Chicken place with a model of the "colonel" out front. Lots of soccer fields. Heavy stop and go traffic much like rush hour in Houston.

October 14 - Tokyo Nishi High School (Tokyo West)

Put on slippers again to enter. Escorted immediately upstairs for briefing. Schedule changes every day. School is six days a week but teachers come just five days (arranged through a rotating schedule). This is a college preparatory school. Brief tour through various classes, including woodshop and art. Students very friendly. Dress more informal than yesterday. Male teachers not in coats and students not in uniform. Some students spoke some English. Back to conference room for question and answer session. We ask about problems. Answers ranged from "lower quality of student due to so many students now attending high school;" "too much television and not enough thinking by themselves;" "students don't really appreciate traditions and are losing something in their spiritual life;" to "the Japanese are getting richer and richer while their endurance is getting lower and lower." Most teachers did not speak English and we were all communicating through an interpreter. However, all teachers were very friendly and open. The atmosphere was extremely pleasant.

October 14 - Ueno Park

Visited art museum, Toshogu Shrine, and Benzaiten Temple. Grabbed a finger sandwich supper at the Tokyo Metropolitan Festival Hall before enjoying a performance of the Tokyo Symphony.

October 15 -

Leave Tokyo by air for Miyazaki on the island of Kyushu. Have I really been in Japan a week?

Influences on Japanese Culture

How is Japanese culture influenced
by tradition, geographic location, and other nations?

STUDENT OBJECTIVES	SUGGESTED ACTIVITIES AND DATA
D.1. The student will be able to give an example of "CULTURAL TRAITS."	D.1.a. Use the dictionary to find the meaning of culture to establish that these objects and pictures are just examples of parts of a culture, or "traits."
	D.1.b. To help children see what "cultural traits" are, prepare a mystery box large enough for several pictures and some artifacts. Cover with paper and put large question marks on outside. Cut a hole large enough to put hand and small objects through. Place pictures or real things that are unmistakably items or traits from another culture. Examples might be food, clothing, shoes, art work, handwriting, homes, music, religion, or pictures of customs. Try to have at least one picture or item for each child. One at a time, select a picture or object and try to guess what "culture" this is a "trait" of. Have each student write one sentence about his/her picture or object.
	D.1.c. Make a wall chart that can be added to, showing what the students know about some of Japan's cultural traits. (Use one chart for each category). Try to list traits under these categories: Homes, Food, Clothing, Education and Recreation, Religion and Festivals, Earning a Living, Art, Music, Crafts. Student notebooks with identical headings will help students to internalize information.
	D.1.d. View and discuss *Video Letter from Japan*. Package #3, "My Family", provides an indepth look at two families in Northern Japan. Package #5, "Culture", looks at Japan's cultural traditions and development.

RESOURCES	EVALUATION
D.1.a. Classroom dictionaries of several varieties. *Good* Resource: *Japan Pictorial Magazine* A convenient source is your nearest Japanese consulate.	D.1. Provide an ample supply of American magazines. Tell students you want to see if they can find "cultural traits" of the United States. Have students cut out pictures and arrange on an 8½" x 11" sheet of construction paper in a collage or collection of pictures. Study Skills: Dictionary Meanings Language Arts: Dictionary Skills
D.1.b. Pictures suitable for mystery box.	
D.1.d. *Video Letter from Japan*, Package #3, "My Family." Available from Asia Society, 725 Park Ave., New York, N.Y. 10021. $17.50. Entire set $100.	

STUDENT OBJECTIVES	SUGGESTED ACTIVITIES AND DATA
D.2. The student will be able to give examples of FAMILY LIFE in Japan.	Because of nearness to China and Korea, Japan's culture is strongly influenced by these two countries. A direct idea from China is the importance of the family. A traditional Japanese family's oldest son carries most of the responsibility of the family. D.2.a. Show "A Japanese Way of Life" filmstrip and cassette to introduce basic elements of Japanese culture. Write on board for students to look for: • How has the location of Japan influenced Japan's way of life? • What are some ideas you have about all Japanese that might not be true? • What things in Japan are just like the United States? • What things in Japan are very different from the United States? • What cultural traits did you notice? After the filmstrip, answer questions and add to cultural traits wall chart. See D.1. Use the film "Family Life in Japan: Remember I'm Me" to strengthen children's understanding of the importance of family life in Japan. D.2.b. Let students arrange a bulletin board showing pictures of similarities and differences they have observed between Japanese and American family life. D.2.c. Let each child choose a Japanese name to use with their own last names on assignments turned in. D.2.d. If available from the Japanese Consulate, use the film, "A Family in Tokyo," to show the life of a typical middle-class family with a blend of traditional and modern modes. D.2.e. Have the children consider whether all people in Japan live alike. Try to evoke the response that families of different areas or occupations live differently in Japan just as in America. Compile a list of possible living styles.

RESOURCES	EVALUATION
D.2. Textbook resources: *Japan: People of the World*, p.p. 59-71. (Excellent progression from childhood through marriage). *Japan: Home of the Sun*, pp. 57-59. *Looking at Japan*, pp. 42-43. *Understanding Japan*, pp. 21-22. *Windows on Japan*, pp. 10-17, 52-61. *A New True Book:* Japan, pp. 78-80.	D.2. Evaluate student's participation in discussion of questions.
D.2.a. Video resources: Widely available but dated commercial filmstrips include "A Japanese Way of Life" and "Japanese People" and the film "Family Life in Japan: Remember I'm Me." Check the Japanese Consulate's list for recent films. Note two new (April 1988) programs on PBS-TV: 1. JAPAN: (1) The Electronic Tribe (2) The Sword and the Chrysanthemum (3) The Legacy of the Shoguns (4) A Proper Place in the World (60″ each) 2. FACES OF JAPAN, 2nd Series. 13 30″ visits with a variety of Japanese individuals. Viewing guide available from TeleJapan USA, 964 3rd Av., N.Y., N.Y. 10155. 1st series is rerun often; probably this will be also.	D.2. Language Arts: Speaking Skills
D.2.d. Film, "A Family in Tokyo," Japanese Information Service San Francisco, CA. *Video Letter from Japan*, Package #3, "My Family."	

STUDENT OBJECTIVES	SUGGESTED ACTIVITIES AND DATA

D.2.f. Prepare charts for four different family styles of living: rice farming family, factory town family, fishing community family, and Tokyo suburb family. Include vertically on chart areas to compare and contrast, i.e.: food, dress, shelter, father's duties, mother's duties, children's duties, relatives that live in, entertainment, schools, earning a living, customs, ceremonies, transportation.

Show filmstrips, "Rice Farm Family," "Factory Town Family," "Fishing Community Family," and "Tokyo Suburb Family." Ask students to be especially aware of these items on their charts. Also have them look for items of traditional Japanese culture and Western influences.

List the vocabulary for the films on the board and define as many words as possible before showing the filmstrips. After viewing the filmstrips, see how many know other meanings.

tatami	abacus	calligraphy
futon	Bon Odori	ideograms
tokonoma	tempura	ikebana
boriboru	shoji	origami
kimono	beisboru	sushi
yukata	gorfu	dodgeboru
soroban	miso	Ginza

After each filmstrip, discuss each aspect of the student's charts and list chart ideas on the board together.

After all filmstrips have been shown, discuss:

1. In each family's life style, there are elements of traditional Japanese culture and Western influences.
   a. Analyze the daily life of each family and determine which activities are traditional and which are Western.
   b. Which family is the most traditional? The most Westernized? Why do you think so?
   c. Which of the children may grow up to be the most different from his or her parents? Why?
   d. How is traditional Japanese culture transmitted from one generation to another?
2. List examples from the filmstrip where modern and traditional elements exist side-by-side.
3. Compare your typical day with that of each of the children. How is it different? How is it similar? What parts of their lives would you like best? What parts of your life would you prefer? Why?

Sadako and the Thousand Paper Cranes

Overview: *Sadako and the Thousand Paper Cranes* is based on the life of a real little girl who lived in Japan from 1943 to 1955. She was in Hiroshima when the United States dropped an atom bomb on that city in an attempt to end World War II. Ten years later she died as a result of radiation from the bomb. Because of her courage, Sadako became a heroine to children in Japan. There is a memorial to Sadako, as a representative of the many children who died as a result of the dropping of the atom bomb, in Hiroshima Memorial Peace Park where children come to lay long paper chains of cranes to commemorate her death. On the top of the stone memorial, there is a statue of Sadako with a crane in her upraised hands.

I. OBJECTIVES

1. to understand some of the effects of the war between the United States and Japan
2. to understand how children in Japan feel about Sadako who is a symbol of other children
3. to learn about some of the customs of Japan
4. to make paper chains made of folded cranes in different colors (origami)
5. to send our chains to the Mayor of Hiroshima so they can be draped on Sadako's Memorial

II. RESOURCES

The book *Sadako and the Thousand Paper Cranes* written by Eleanor Coerr (Dell Publishing Company, Pine Brook, N.J., 1977)

Brightly colored origami paper (usually available at craft stores)

Handouts of the directions for folding paper cranes

Large needles and string for making the chains

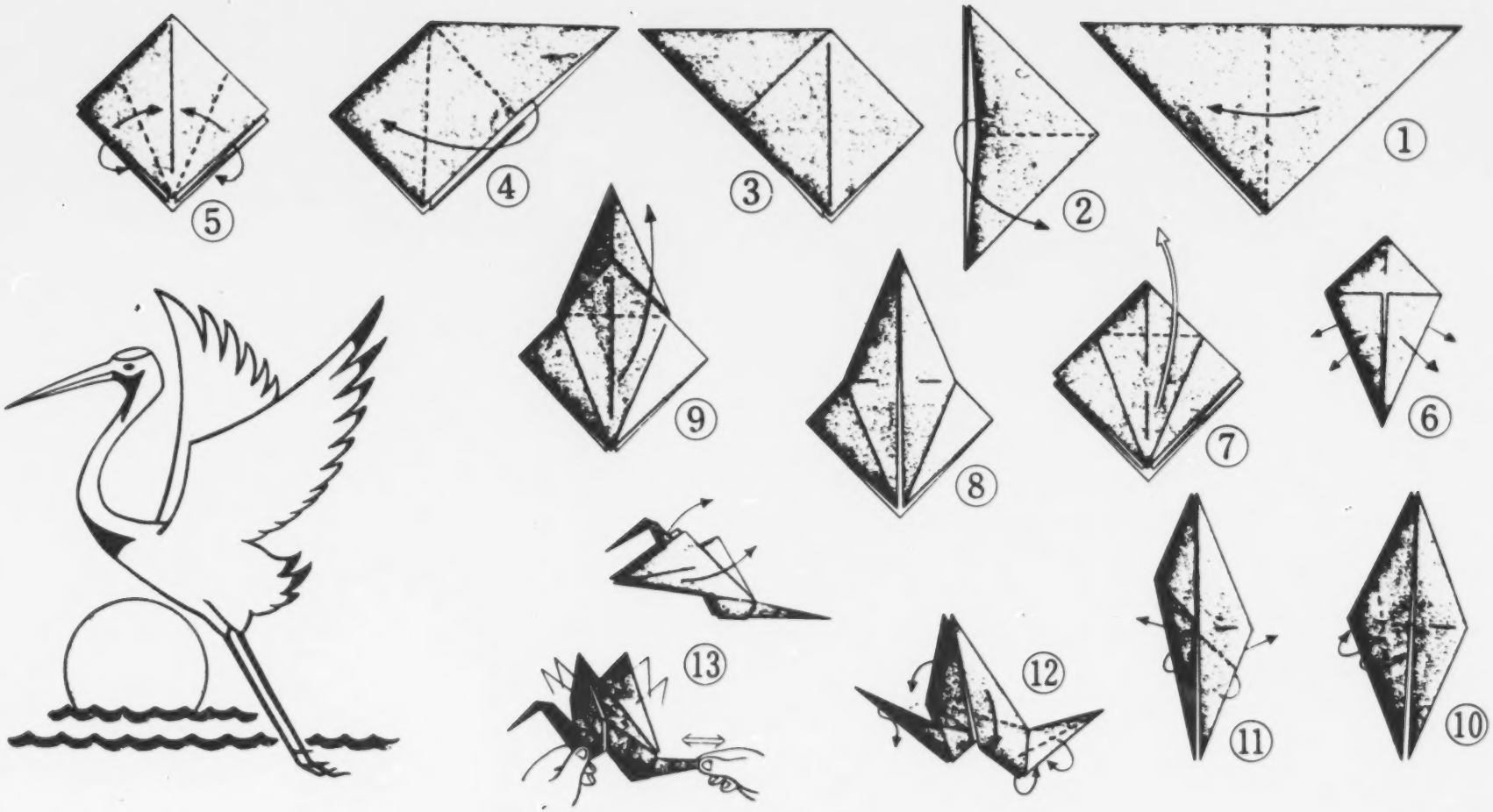
III. SEQUENCE

Read the book about Sadako aloud to the children in your classroom. (Even though it is written in fairly simple language, some of the concepts are difficult and need to be talked about as you read.)

Give children an origami paper and a copy of the handout which gives directions for folding the birds. You may want to practice ahead of time and demonstrate how to fold them in front of the class.

When you have finished your cranes, have students string them in long chains making sure that colors are mixed in the chains.

Send your paper chains to the Mayor of Hiroshima, Hiroshima, Japan.



(1) Fold the diagonal lines towards you. (2) (3) Open the triangle and make the figure. (4) Do the same on the other triangle leaf. (5) Fold the dotted lines towards you and do the same on the backside leaves. (6) Return the leaves back. (7) Pull up the front leaf and make the figure. (8). (9) Do the same on the other side. (10) Fold the dotted line towards you and do the same on the other side. (11) Turn up the neck and tail as shown. (12) Make head, tail and wings. (13) It flaps the wings as you move the tail back and forth.

Principles of Moral Education
Taught in the Japanese Elementary School

1. To hold life in high regard, to promote good health, and to maintain safety
2. To observe good manners, and to live in an orderly manner
3. To keep oneself neat and tidy, and to make good use of goods and money
4. To act according to one's own beliefs, and not to be moved unreasonably by another's opinions
5. To respect another's freedom as well as one's own, and to be responsible for one's own acts
6. To act always cheerfully and sincerely
7. To love justice and hate injustice, and to act righteously with courage
8. To endure hardships and persist to the end for the accomplishment of one's right aims
9. To reflect upon oneself by listening attentively to the advice of others, and to act with prudence and live an orderly life
10. To love nature, and with a tender heart to have affection towards animals and plants
11. To esteem beautiful and noble things, and to have a pure mind
12. To know one's own characteristics, and to develop one's strong points
13. To be always filled with aspirations, to aim toward higher goals, and to strive for their realization
14. To think about things in a rational way, and always to have an attitude of inquiry
15. To apply one's original ideas, and to cultivate actively new fields
16. To be kind to everybody, and to care for the weak and the unfortunate
17. To respect those who devote themselves to others, and to appreciate their work
18. To trust in and to be helpful to one another
19. To be fair and impartial to everybody without prejudice
20. To understand others' feelings and positions, and to forgive others' faults generously

21. To understand the rules and the significance of making rules by oneself, and to follow them willingly

22. To assert one's rights properly, and to perform one's duties faithfully

23. To appreciate the value of work, and to cooperate actively in the service of others

24. To take care of public property, and to protect public morality with a full awareness of being a member of society

25. To love and respect all members of one's family, and to strive to have a good home

26. To love and respect people at school, and to strive to establish good school traditions

27. To love the nation with pride as a Japanese, and to contribute to the development of the nation

28. To have proper understanding of the love towards the people of the entire world, and to become an individual who can contribute to the welfare of mankind

(From "Course of Study for Elementary Schools in Japan," Notification No. 155 of Ministry of Education, Science and Culture. Educational and Cultural Exchange Division; UNESCO and International Affairs Department; Science and International Affairs Bureau; Ministry of Education, Science and Culture; Government of Japan, 1983, pp. 111-116.)

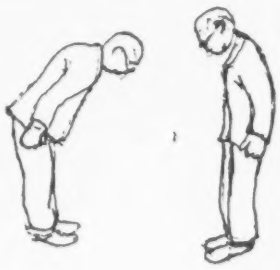
Background Information: Japanese Manners

This information has been drawn from "A Handbook on Non-verbal Communication for Teachers of Japanese" by Thomas A. Sebeok and Sahnny Johnson. Although the information is very general and is not intended to describe every person or situation, it can serve as a guide in helping people to become more sensitive to traditions and customs when meeting and working with people of different cultures. These guidelines are presented to Procter and Gamble managers who are sent to Japan on assignments.

— The Japanese people, in general, pay much attention to formalities. They believe it is important to know who is in charge at all times and to understand each person's rank in the hierarchy. But this does not mean that the "boss" makes all the decisions and those under him conform. The Japanese generally feel it is very important to reach consensus. The entire group will make a strong attempt to reach a mutually acceptable plan or solution to a problem. Americans who rush in and try to make suggestions or get their own way are considered very rude. Most Japanese will spend a lot of time trying to "get a feel for the situation" before moving on to business or serious discussions.

— Handshaking is rare in Japan. As a result of familiarity with Western manners, a Japanese businessman might offer his hand to a Western visitor, but the visitor is wise to wait for the gesture rather than forcing the issue by pointedly extending his hand.

— Bowing is an important part of nonverbal communications in Japan. The bow in the Japanese culture is, at heart, an exchange of respect and humility and the deeper and slower the bow, the greater the respect. Most Japanese use the bow in all situations that Americans use handshakes and in many, many other situations as well. It is an integral part of introductions, greeting friends, leave taking, showing respect, presenting or accepting gifts and favors, and doing business.



— While most Americans like to get within easy handshaking distance of each other while talking, most Japanese prefer a safe bowing distance—a distance sufficient to allow a head-on bow without risk of injury. Therefore, if an American notices that the Japanese person to whom he is talking edges away, it may not signify dislike or the desire to escape but merely to get comfortable.

— In talking with one another, most Americans are accustomed to more eye contact than are Japanese. Because of this difference, it may seem to the Japanese to be staring. The difference is important to an American in Japan for reasons beyond mere politeness. In contrast to our preconception that "looking someone in the eye" conveys honesty or lack of guile or evil purpose, in Japan it can be taken as a sign of overt hostility, especially between men, and can even, in extreme cases, lead to a fight.

— During a conversation many Japanese will show their interest and attention by nodding and repeating the Japanese word "hai" very frequently. This does not mean that they agree with everything; it actually means, "I'm listening; I understand."

— Another difference between Japanese and American styles of communication is that most Japanese have a much higher tolerance for silence. There are many pauses between sentences and speakers in most Japanese conversations. A silence means you are seriously listening to the other person. Sometimes Americans will be uncomfortable with the moments of silence and think they should keep talking. The polite Japanese person could then feel that his or her conversation was interrupted.

— The Japanese, in general, are more cautious than the average American about their facial expressions. The range of facial expressions most commonly seen by strangers in Japan extends from a neutral and passive face to a polite half smile. In general, women smile more than men, so that a boy, when approaching adulthood might be told, "Don't smile so much—you're a man." Too much smiling in a man is thought to connote frivolousness and a lack of a serious nature. Therefore, a man is likely to adopt a neutral facial expression, especially in serious situations.

— Few emotions, especially negative ones, are ever displayed publicly on a Japanese face. The common way to show anger for example, especially anger towards a superior is not by an angry face and harsh words but by an effusive show of excessive politeness while maintaining a neutral expression.

— The half smile could also be used to mask real pain. Many Japanese smile to ease a particular situation; in other words, they want to be thoughtful to their friends by not letting their friends worry about their problem. They smile, therefore, not because they are insensitive but mainly because they are sensitive to the other person's feelings. The half smile is also frequently seen in situations of embarrassment or discomfort and the distinction between this expression and a true smile of amusement is very important in any communication with the Japanese.

(From "A Handbook on Non-verbal Communication for Teachers of Japanese" by Thomas A. Sebeok and Sahnny Johnson.)

Non-Verbal Communication: Interpreting Body Language

I. OBJECTIVES

1. to understand that we send messages with the ways we use our bodies
2. to understand that people from different cultures use different kinds of body language to convey the same messages
3. to learn about the ways the Japanese use their bodies
4. to compare and contrast Japanese body language with American body language

II. RESOURCES

Use the accompanying handout excerpt from "A Handbook on Non-verbal Communication for Teachers of Japanese" by Thomas A. Sebeok and Sahnny Johnson. Incidents to act out are based on the handout.

III. SEQUENCE

1. Discuss the way we use our bodies to express messages (winks, gestures with arms, shaking our heads, turning away when someone is talking, using our mouths and eyes to express horror or surprise, etc.).
2. Ask students if they are aware that the messages we send with our bodies in this country may be completely misunderstood or misinterpreted in another country or culture. Discuss student experiences, if there are any.
3. Go over the information in the handout with the students very carefully. Some of it will have to be interpreted, even acted out, so they understand what the authors are saying. Discuss the body language which the Japanese people use to express themselves. Discuss the differences between American and Japanese body language.
4. Divide students into groups. Give each group of two or three students a situation to act out, first with American body language and then with Japanese body language. After each role-playing episode, discuss what the students have portrayed, whether they have understood the differences between the two cultures, and the importance of understanding what the body language of another culture means.

IV. EVALUATION

Observing the students and listening to their comments and contributions to the discussion will tell you whether or not they have understood the objectives of the lesson.

PERCEPTIONS OF THE PAST

In the February 1988 SOCIAL EDUCATION, Marion Brady said that "the primary function of historical study is to clarify the assumptions that structure our perceptions of reality." Having seen some of these perceptions, students are better prepared to examine the historical context in which they developed. A significant aspect of that development in Japan was the system that has been compared with European feudalism—a system of military vassals and codes of honor that crystalized in the 17th century and lasted into the 19th. Some observers believe it to be the basis of Japanese employer-employee relationships today. The shogunate was a part of the system, an aspect that began in 1085 A.D. Since the Shogun Game, in this section, starts much further back in history, you might want to revise the title or make additional cards to show this more clearly. The new cards could deal with socio-economic-political relationships and involve higher order thinking as well as recall. Note, too, the challenge to students to develop their own board games.

Appended to the lessons is an outline history of Japan, included here as an aid to teachers in using these lessons, planning new ones, and clarifying textbooks. Please ***don't*** *use it in class—to subject children to its abstract generalizations would be unprofessional. Students need anecdotes and activities with which to formulate and test their own generalizations.*

Influences on Japanese History and Government

How is Japanese culture influenced by tradition, geographic location, and other nations?

STUDENT OBJECTIVES	SUGGESTED ACTIVITIES AND DATA
D.7. The student will be able to demonstrate a general knowledge of Japan's HISTORY and GOVERNMENT.	Japan's history is a fascinating example of how geography, social traditions, and adaptations of a powerful neighbor's ideas and practices interacted to create a unique political system that, at times, has Western parallels (For a summary, see "Japan's History -- an Outline for Teachers," pages 85-87).
	D.7.a. Have students read about the history and government of Japan from textbooks; or teacher may pick one or more to read to class for background information. Using a map of Japan, have students locate and label the three cities that have been Japanese capitals (Nara, Kyoto, Edo/Tokyo).
	D.7.b. Read folk tale(s) to class about samurai.
	D.7.c. Show movie "New Palace" if available; have students write down five or more important facts about the Imperial Palace. Talk about how it is similar to and different from the "White House."
	D.7.d. Use opaque projector to enlarge a samurai costume on butcher paper big enough to have boys (and girls as they choose) stand behind costume so only their head shows and take picture of them. You might want a group of children to color enlarged samurai costume, and a group to make a stand to hold it up, and maybe another group to take the pictures.

RESOURCES	EVALUATION
D.7. Check with your district A/V office and the nearest university that has an East Asia outreach center. Many centers have slides and videotapes for loan.	D.7. Answer the following questions in complete sentences: 1. What are some of the things that happened to Japan when it closed itself off from the rest of the world? 2. Why did the U.S. send Commodore Perry to Japan and what did he do there? 3. What might happen if the U.S. closed itself off from the world as Japan once did? 4. Make up a list of questions and answers about Japan during World War I and World War II.
D.7.a. 1. *Japan: Home of the Sun,* (includes chapter questions to answer and activities), pp. 34-47. 2. *My Village In Japan,* pp. 16-20. 3. *Japan,* Fideler, (Chapter discussion questions and vocabulary), pp. 32-54. 4. *Japan: Islands of the Rising Sun,* (good history—samurai to the present), pp. 71-93. 5. *Japan: People of the World,* (follow-up questions and chapter review), pp. 94-107. 6. *Understanding Japan,* (detailed), pp. 41-63. 7. *Looking at Japan,* pp. 8-12. 8. *How People Live in Japan,* pp. 19-24, 83. 9. *Windows on Japan,* pp. 62-65. 10. *Japan: Where East Meets West,* pp. 32-48, 114-125. 11. *A New True Book: Japan,* pp. 30-33.	
D.7.b. *Stories from Japan,* "The Three Young Dwarf Trees" and "The Young Lord," pp. 153-167; "My Lord Bag of Rice," pp. 83-91; *Japanese Children's Favorite Stories,* "Toothpick Warriors," pp. 49-54.	
D.7.c. Order film from Japan Information Service one month in advance. If no film, ask about pictures and slides.	

STUDENT OBJECTIVES	SUGGESTED ACTIVITIES AND DATA

D.7.e. Show movies "Touring Japan" and "Nara - A Stroll Through History" and have students write down five or more facts from each movie.

> Japan observed a "closed door policy" from 1600 until 1853, and shut itself off from the rest of the world. Commodore Matthew Perry went to Japan and negotiated a trade agreement between the U.S. and Japan, thus helping to end Japan's isolation.

D.7.f. Teach "Japan Meets the West," a scholar-checked and classroom-tested unit on 16-19th cen. Portuguese, Dutch, U.S. contacts with Japan.

D.7.g. Show slides from "Japan Meets the West" to focus discussion. (Source: SPICE, 200 Lou Henry Hoover, Stanford U., CA 94305)

> Before World War I, Japan began to conquer new lands and won wars against China and Russia. On December 7, 1941, Japan attacked Pearl Harbor, Hawaii, and the U.S. went to war with Japan as a result. Two of Japan's most important cities, Hiroshima and Nagasaki, were destroyed by atomic bombs and Japan lost the war. After the war, the U.S. governed Japan and helped the Japanese set up a democratic form of government so that Japan could be self-sufficient. Today, Japan is again one of the great countries of the world.

D.7.h. Read stories and articles about the U.S. Army in Japan after World War II.

D.7.i. View and discuss *Video Letter from Japan*, package #4 "Nobles and Samurai," an overview of Japanese history before the arrival of Commodore Perry.

A samurai dressing for battle, drawn by Masahiro Mura in 1837. Japanese armor, made of small iron scales laced

RESOURCES	EVALUATION
D.7.e. "Touring Japan" can be obtained from Japan Information Service. Order one month in advance. "Nara - A Stroll Through History" (1972) can be obtained from Japan National Tourist Organization (JNTO). If these films have been retired because of age, there will be equivalents.	
D.7.f. Use encyclopedias or check out books from the library to obtain this information.	
D.7.g. *Japan Meets the West* kit from SPICE has 30 excellent slides. See slides #16, 17, 18, 19. *Japan: Home of the Sun*, p. 46.	
D.7.h. Use encyclopedias and library books.	
D.7.i. *Video Letter from Japan*, Package #4 "Nobles and Samurai." (Asia Society, N.Y.)	

together with silk cords, was lighter and more flexible than its European counterpart.

Heian Cards

Kamakura Cards

Nara Cards

Yamato Cards

Ashikaga Cards

Tokugawa Cards

SHOGUN

START

Sun Goddess founds Japan in 660B.C.

The Shogun Game

Setting: This game is designed to be played in a regular classroom setting within a normal class period (40-45 minutes). Players will develop knowledge related to the "development of national unity in Japan," a period of over 2,500 years.

Getting Ready to Play:

1. Arrange players into 2, 3, or 4 player groups.
2. Distribute the following materials to each group:

   1 game board

   6 stacks of cards (8 cards per stack) Duplicate and cut out cards. The six time periods are: Yamato, Nara, Heian (Hay-in), Kamakura, Ashikaga, Tokugawa.

3. Cards should be shuffled and stacked face down in areas marked on board.
4. A marker (example, small coin) representing each player should be placed in the "START" space.

Goal of Game:

To become "Shogun" by being the first to move your marker through six time periods along the "path" of Japanese history.

Play: Players move forward by asking questions on the cards for the period. All players begin with cards from the Yamato stack. When markers move into the next period on the board, players answer questions on cards for that time period. Players move one space for each correct answer.

To Begin Play:

1. The shortest player in the group begins play as the questioner by drawing a card from the Yamato stack and reading the question to the person on his/her *right.*
2. The answerer (person on questioner's right) tries to answer.
3. If the answer is correct, the answerer may move his/her marker one space forward and take another turn. If not correct, the player moves to the *right* with the original "answerer" becoming the next "questioner." The correct answer is *made known to all players* and each card returned to the bottom of the stack.
4. A player continues to answer questions and move forward until he/she misses a question.
5. The winner is the first player to reach the "Shogun" space.

Note: Students are not expected to know answers to the large majority of questions at the start of the game. The more often the game is played, the more informed the players become.

YAMATO The Japanese writing system was adapted from what country? (China)	YAMATO The largest island in Japan is . . .? (Honshu)
YAMATO Before Buddhism, the Japanese worshipped the "way of the gods" now called . . .? (Shinto)	YAMATO A type of pottery found during the Tomb period was . . .? *(haniwa)* *(Hahn-ee-wah)*
YAMATO Japan's many mountains, forests, and rocky cliffs cause great respect for nature. Early Japanese believed nature was controlled by spirits called . . .? *(Kami)*	YAMATO The powerful family clans under Yamato's leadership were called . . .? *(uji)* *(oo-gee)*
YAMATO The Japanese ruler who first sent representatives to China to study was . . .? *(Prince Shotoku)* *(Show-toe-koo)*	
YAMATO The body of water to the west of Japan is . . .? (Sea of Japan)	

YAMATO	YAMATO
YAMATO	YAMATO
YAMATO	YAMATO
YAMATO	YAMATO
YAMATO	YAMATO

NARA Japan's first permanent capital was . . .? (Nara) *(nah-rah)*	NARA The great temple built at Nara with a huge Buddha is . . .? *(Todaiji)* *(Toe-dye-jee)*
NARA The first written history of Japan was . . .? *(the Kojiki)* *(koh-jee-kee)*	NARA During the Nara period, the Japanese improved textiles, bridges, metalworks, and architecture with the ideas learned from . . .? (China)
NARA Much as Europeans in the middle ages used Latin, scholars at Nara used Chinese characters called . . .? *(kanji)* *(kahn-jee)*	NARA The Asian country nearest Japan is . . .? (Korea)
NARA Nara was an imitation of Chinese culture during what Chinese dynasty . . .? *(Tang)* *(Tahng)*	
NARA Nara is located on the Yamato plain on the island of . . .? (Honshu)	

NARA	NARA
NARA	NARA
NARA	NARA
NARA	NARA
NARA	NARA

HEIAN In 794, the emperor moved his capital to Heian *(Hay-in)* which is now called. . .? (Kyoto) *(key-oh-toh)*	HEIAN During the Heian period, the Japanese began using special symbols to represent Chinese characters. This special Japanese style of writing is called . . .? (katakana or "kana") *(kah-tah-kahn-ah)*
HEIAN During the Heian period, the family that gained great influence over the emperor was . . .? (Fujiwara) *(Foo-jee-wah-rah)*	HEIAN Powerful lords were given the right to collect income from farmers living in their territory. This income was called . . .? *(shiki)* *(shee-kee)*
HEIAN The world's first novel was written in Heian times by Lady Murasaki. The name of the novel was . . .? (Tale of Genji) *(gehn-jee)*	HEIAN The Japanese weapon which represented both privilege and responsibility was the . . .? (sword)
HEIAN A favorite pastime of the Heian court was to write short poems of exactly 31 syllables. The poems were called . . .? (tanka)	
HEIAN The Shinto god of war is . . .? (Hachiman) *(Hah-chee-mahn)*	

HEIAN	HEIAN
HEIAN	HEIAN
HEIAN	HEIAN
HEIAN	HEIAN
HEIAN	HEIAN

KAMAKURA During the Heian and Kamakura periods, warrior knights were called . . .? (samurai) *(samu-rye)*	KAMAKURA During the Kamakura period, the Mongols invaded Japan but were stopped by a typhoon. The Japanese called this "divine wind" . . .? (kamikaze) *(kah-mee-kah-zay)*
KAMAKURA The most powerful ruling position in Japan during the 12th–18th centuries was that of . . .? (shogun)	KAMAKURA The capital was moved from Kyoto to Kamakura after many battles between two families. This long-standing feud was between the Minamoto and the . . .? (Taira) *(Tye-rah)*
KAMAKURA The strong warriors who ruled large estates were called . . .? (daimyo) *(dime-yoh)*	KAMAKURA Yoritomo, the Minamoto ruler who moved the capital to Kamakura, had his own brother killed. The brother, who became a Japanese hero, was ...? (Yoshitsune) *(Yoh-she-tsoo-nay)*
KAMAKURA The way of the warrior stressed loyalty, unquestioning obedience, courage, and honor. This code was called . . .? (bushido) *(boo-shee-doh)*	
KAMAKURA If a warrior violated the moral code, he brought disgrace to his family and was expected to commit suicide. This suicide ritual was called . . .? (seppuku) or (harikiri)	89

KAMAKURA	KAMAKURA
KAMAKURA	KAMAKURA
KAMAKURA	KAMAKURA
KAMAKURA	KAMAKURA
KAMAKURA	KAMAKURA

ASHIKAGA One shogun built a beautiful second home retreat in the northern hills of Kyoto. The retreat is called . . .? (The Golden Pavilion)	ASHIKAGA After a period of many civil wars, the winning lord who first attemped to unify the country was . . .? (Oda Nobunaga)
ASHIKAGA A special type of Japanese drama which uses dance, poetry, and Zen ideas is called the . . .? (Noh) *(no)*	ASHIKAGA The powerful shogun who had the land resurveyed and stopped peasants from owning weapons was . . .? (Toyotomi Hideyoshi) *(Hee-day-yoh-she)*
ASHIKAGA Zen Buddhist monks introduced the practice of drinking a certain beverage to aid meditation and to reflect peace, simplicity, and love of nature. This practice is called . . .? (the tea ceremony)	ASHIKAGA The use of European firearms caused a change in the architecture of the homes of the powerful Japanese lords. They now had to build . . .? (castles)
ASHIKAGA During the Ashikaga period, Japanese were first introduced to European firearms by sailors from . . .? (Portugal)	
ASHIKAGA During the Ashikaga period, the Japanese art of flower arranging became popular. This art is called ....? (ikebana) *(ee-kay-bahn-ah)*	91

ASHIKAGA	ASHIKAGA
ASHIKAGA	ASHIKAGA
ASHIKAGA	ASHIKAGA
ASHIKAGA	ASHIKAGA
ASHIKAGA	ASHIKAGA

TOKUGAWA After Tokugawa became shogun, he moved the capital to Edo, on the Kanto plain. This is now called . . .? (Tokyo)	TOKUGAWA Some of the peasant class became village leaders and later quite wealthy. These "wealthy commoners" were called . . .? *(gono)* *(go-no)*
TOKUGAWA The religion that was banished from Japan during much of the Tokugawa period was . . .? (Christianity)	TOKUGAWA In 1720, the government granted people permission to import Western books as long as the books did not deal with . . .? (Christianity)
TOKUGAWA The first schools for commoners were operated by . . .? (Buddhist temples)	TOKUGAWA The well traveled road between Edo and Kyoto was called . . .? (The Tokaido) *(Toh-kye-doh)*
TOKUGAWA During the Tokugawa period, a popular form of poetry which used just 17 syllables was . . .? (haiku) *(hye-koo)*	
TOKUGAWA During this period, towns developed into small trade centers. The merchant class was called . . .? *(chonin)* *(cho-nin)*	93

TOKUGAWA	TOKUGAWA
TOKUGAWA	TOKUGAWA
TOKUGAWA	TOKUGAWA
TOKUGAWA	TOKUGAWA
TOKUGAWA	TOKUGAWA

Student-Made Board Games

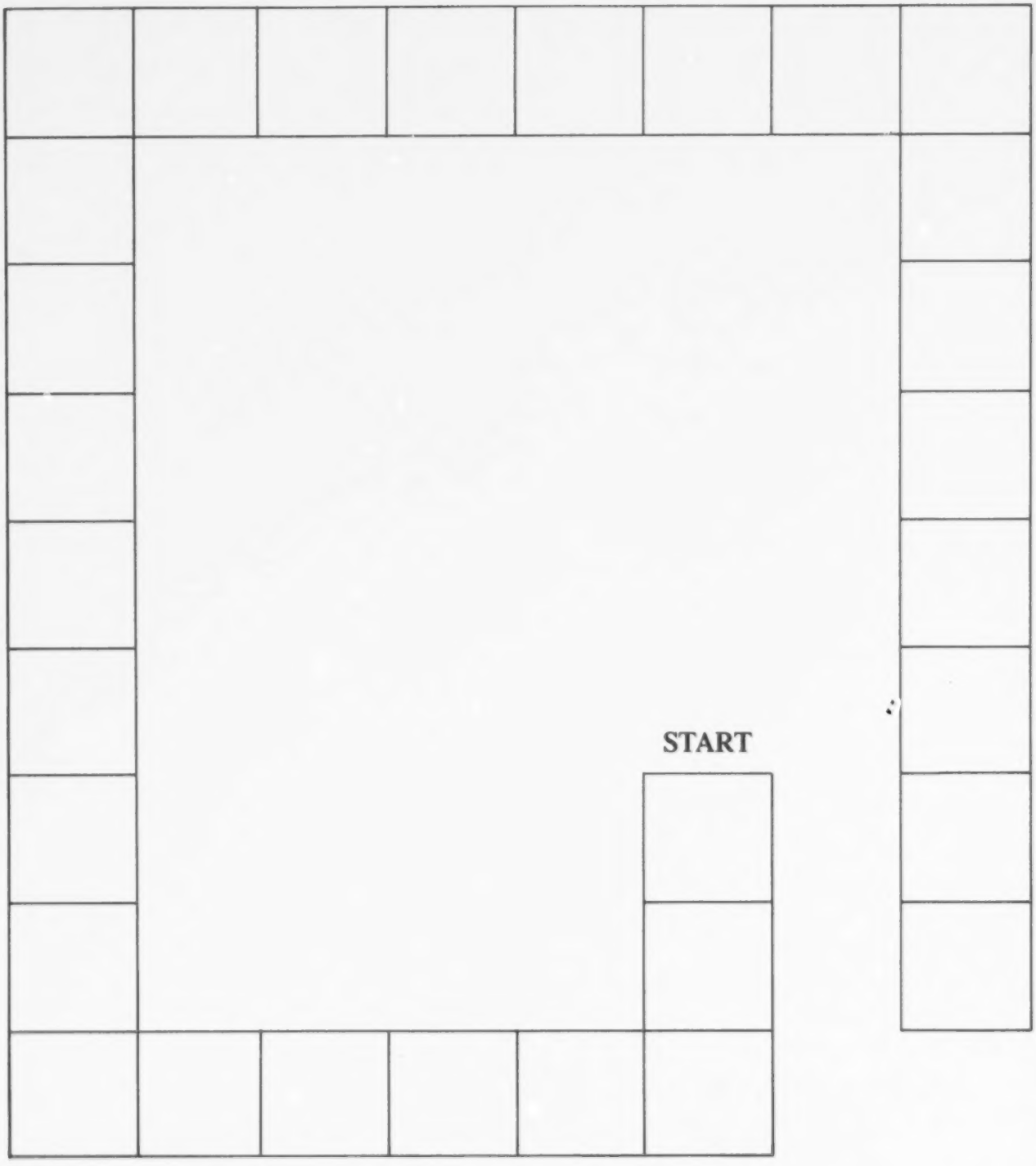
PURPOSE: To create a new board game with a Japanese theme.

MATERIALS:
File folder
Game board (white construction paper)
Game markers (buttons, stones)
Die (dice), if necessary
Game cards, if necessary
Library pocket to hold game cards, if necessary

DIRECTIONS:

1. Discuss possible areas that would work for a Japanese game (family life, religion, food, sports, history, clothing, festivals, works of art).
2. When writing game rules, keep them simple:
    a. Number of players
    b. Object of game
    c. Who wins
    d. 4-6 simple sentences explaining the game
3. Color the game board. Match it to game theme.
4. Make the game parts.
5. Name the game.
6. Glue the game board to the file folder.
7. Glue the library pocket to the folder to hold game cards, if needed.
8. Play the game with a friend to make sure it will work.
9. Make necessary corrections, if possible.
10. Laminate the folder.

Japanese Board Games
(Student-Made)



Historical Time Line

PURPOSE: To become familiar with Japanese historical events.

To compare important events in Japan with important events happening in the United States.

MATERIALS:
1. 36" x 8" strip of paper for each individual or small group.
2. Two colors of pencils or markers.
3. Duplicate copies of "Historical Events" (below).

DIRECTIONS:
1. With paper oriented vertically, mark centuries, with 1400 at one end, 2000 at the other; if paper is 36" long, centuries will be at 6" intervals.
2. Have students place events on the time line, using different colors for the two countries.
3. If this is used as an opening activity, students can add more events as they are learned
4. Place the historical events in their proper order for each country.

JAPAN

1867 Emperor Meiji to throne
1637 Japan closes doors to outside world
1956 Japan joins the United Nations
1964 Olympic Games in Tokyo
1941-1945 World War II
1637 St. Francis Xavier visits Japan
1598 Tokugawa family comes to power
1783-1787 Rice riots
1853 Commodore Perry comes to Japan
1889 Constitution adopted and Diet opened
1926 Hirohito becomes Emperor
1600 Civil Wars end
1904-1905 Russo-Japanese War
1945-1952 U.S. Occupation
1972 Winter Olympics in Japan

UNITED STATES

1607 Jamestown first founded
1492 Columbus begins European exploration of America
1941 Pearl Harbor bombed
1776 Declaration of Independence signed
1958 U.S. satellite in orbit for the first time
1984 Summer Olympics in L.A.
1620 Coastal New England settled by Pilgrims
1860 Lincoln becomes President
1789 Washington becomes first President
1812 War of 1812
1945 United Nations started
1876 Bell invents telephone
1513 Balboa discovers the Pacific for Europe

Japan's History—An Outline For Teachers

(Note: In addition to chronology, this outline provides causal relationships and sequences. ©E.H. 1966, 1986.)

I. PREHISTORIC (c. 7000 B.C.-c. A.D. 400): period of tribal organization.
   A. Japan populated by independent clans, probably of Mongol and Malay origin, that intermixed in prehistoric times; legends ascribe founding of Empire to Jimmu Tenno, descendent of sun goddess Amaterasu, in 660 B.C.
   B. Artifacts include Jomon pottery (early) and haniwa, clay figures found at burial mounds (late); contact with mainland cultures shown by mirror, sword, and comma-shaped jewels as cult objects.

II. ANCIENT: Periods of aristocratic control and strong Chinese influence.
   A. YAMATO - TAIKA - NARA (c. 400–784)
      1. Material culture (esp. cultivation of rice and silk) and written language from China.
      2. First permanent capital and centralized bureaucratic government copied from China; failed because
         a. Offices held by hereditary aristocrats (clan chiefs) instead of by scholars who had passed competitive examinations.
         b. To encourage cultivation, government permitted private ownership of undeveloped land.
         c. Great landowners were allowed to raise private armies to repel aborigine (Ainu?) attacks; used them against each other. Loyalty to one's lord regarded as supreme virtue.
      3. Legends transformed into historical chronicles *(Kojiki, Nihon shoki);* belief in descent from gods gave feeling of superiority to compensate for borrowings from China. Emphasis in social relations on ceremony (being correct) rather than on morality (being right).
      4. Introduction of Buddhism stimulated literature, painting, sculpture.
   B. HEIAN (794–1185)
      1. Capital moved to Kyoto (cultural center of Japan to modern times), partly to escape the political influence of great tax-free Buddhist monasteries in Nara.
      2. Aristocratic patronage of art and literature; literary themes from court life and clan rivalries *(Tale of Genji*, c. 1000).

III. MEDIEVAL: period of feudal warfare and the development of distinctively Japanese institutions.
   A. KAMAKURA (1185–1333)
      1. Wars between military houses won by Minamoto no Yoritomo, who set up hereditary military dictatorship (shogunate), keeping the "divine" emperor as a figurehead behind which to control the common people.
      2. Credit for repulse of Mongol invasions (1274, 1281) claimed by rival factions of militarists and Buddhist monks; destruction of Mongol fleets by storms made people sure of their divinely guaranteed invincibility.

B. MUROMACHI (1333-1568)
   1. Ashikaga shoguns in power at Kyoto. As patrons of the arts, they encouraged ink painting, tea cult, landscape gardening, and Nō drama.
   2. Rise of independent farmers, trader-moneylenders, and local warriors; seizures of power by former vassals (*gekokujo*, lit. "the low oppress the high"); disintegration of the shogunate into feudal anarchy.
   3. Visits of European missionaries and merchants; introduction of Christianity, tobacco, and firearms.

C. MOMOYAMA (1582-1600)
   1. Reunification of Japan under Hideyoshi who planned to conquer all Asia; invaded Korea; conquest postponed by rebellions at home.
   2. Dominance and vitality of warrior class fostered extravagantly scaled and colorful art.

D. EDO (1600-1867)
   1. Tokugawa shogun Iyeyasu at first favored European trade; finding it unprofitable, and fearing political effects of missionary activity, he established a policy of national isolation, suppressing Christianity and encouraging Confucianism.
   2. The strong central government took all military power from the feudal lords *(daimyo)* and encouraged them to compete in arts and luxuries; samurai (knights) became a dependent aristocracy on fixed stipends without military function.
   3. These policies aided the rise of a wealthy and powerful urban merchant class that patronized the bourgeois arts of Kabuki drama, realistic prose (Saikaku), and woodblock prints, whose creators (Hokusai, Hiroshige) expressed the *ukiyo* (fleeting-world) philosophy.
   4. 1853: Japan reopened from within by merchants and trade-seeking coastal daimyo and from without by European and U.S. imperialism; Perry was the successful agent because, by learning something of Japanese culture and etiquette, he could establish a basis for negotiation.

IV. MODERN: period of strong Western influence encouraging nationalism, industrialism, militarism, and imperialism.
   A. MEIJI (1868-1912)
      1. Emperor restored to power by daimyo who had been out of favor with Tokugawa shogunate (notably Satsuma, Choshu, Hizen, and Tosa). Feudalism officially ended. Dispossessed lords and samurai entered government bureaucracy, business, army, industry—taking militaristic feudal attitudes with them (like Junkers in Germany).
      2. Japan recognized as world power with successful Sino-Japanese and Russo-Japanese wars and annexation of Korea. Patriotism used to stop popular agitation for really representative government; indemnities used to subsidize rapid industrialization and compulsory education.
   B. TAISHO (1912-1926)
      1. Economic expansion through Asia and the Pacific during World War I. Joined Allies, seized German holdings in China and Pacific Islands.
      2. Prospering businessmen supported liberal party-government.
      3. Emergence of proletarian art, literature, and philosophy.

C. SHOWA, 1st phase (1926-1940)
   1. Economic expansion led to friction with Europe and the U.S. (cf. England 50 years earlier); high tariffs and the closing of foreign markets to Japanese goods during the depression of the 1930s discredited liberal leaders.
   2. Orderly party government replaced by military-dominated cabinets whose leaders argued that seizure of neighboring Asian markets was necessary for economic survival. Manchuria "liberated" from China in 1931.
   3. War in China (1937) merged with invasion of Southeast Asia. Alliance with Germany and Italy.

D. SHOWA, 2nd phase (1941-1945). War with U.S. in the Pacific and successful conquest of most of Southeast Asia. Final defeat because economic base too small to match overwhelming U.S. industrial productivity.

E. SHOWA, 3rd phase (1945-1953)
   1. Democratization during U.S. occupation: restoration of party government, denial of Emperor's divinity, demilitarization (renunciation of war in new Constitution), land redistribution to farmers, breakup of great industrial family cartels *(zaibatsu)*, decentralization of schools and elimination of ultranationalistic teachers and texts.
   2. Economic recovery hampered at first by loss of colonial empire and inability to trade with Communist China, but aided by elimination of military expenditures and by U.S. purchase of supplies for Korean War.

F. SHOWA, 4th phase (1952-)
   1. Tremendous economic growth sparked by concentration on products requiring skills rather than materials (cameras, transistor radios, etc.); reestablishment of great industrial combinations.
   2. Social patterns changing rapidly; paternalism still prevalent in industry, but social mobility illustrated by increase of leisure and recreational activities for all classes (TV covers entire country; higher per capita consumption of newspapers and magazines than U.S.; many symphony orchestras; extensive mechanization of agriculture, etc.).
   3. Dominant political party conservative, pro-U.S., but no longer accepting U.S. values and institutions uncritically. Large Socialist minority advocates neutralist policy and trade with China; unable to win in the legislature, it occasionally resorts to violence to call attention to its program.

CULMINATING ACTIVITIES

In any study of a culture other than our own, there is always an implicit we-they comparison. Since comparisons usually favor ourselves and assume that our assumptions are inevitably the "right" ones, it is important that covert comparisons be brought out into the open. Two devices are useful in keeping students from adopting polarized positions:

(1) using three-way instead of two-way comparisons, including as the third culture one that has been studied recently or will be studied in the near future, and

(2) placing differences on a continuum instead of allowing them to be polarized.

A continuum is any line on which there are no abrupt changes. A rainbow is a good example; where does one color leave off and another color begin? Differences among people are no more absolute than differences among the colors of the rainbow. Often, we stereotype Japanese as being small, implying that Americans are big. But, of course, there are large and small individuals in both groups, just as there are larger and smaller individuals in a classroom. Show students a picture of a **sumo** *wrestler. By seeing differences in terms of degree rather than as absolutes, our chances of intercultural understanding are enhanced.*

NAME _____

Understanding Japan (A)

1. Think about what you have been studying about Japan. Write down words or short phrases that come to your mind while thinking about Japan. Write these anywhere in the space provided around the box [Japan] .

JAPAN

i.e. rising sun

2. Draw a circle around each word that you wrote above.

3. Draw lines between words that are related in some way.

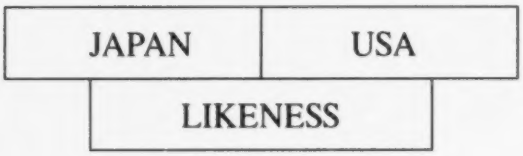
4. Using your words and clusters of words above, write 1-3 paragraphs about what you have learned about Japan and/or what you think it would be like to live in Japan.

5. OPTIONAL: Draw a picture to illustrate something you wrote about above.

NAME _____

Understanding Japan (B)

1. Think about the ways in which Japan and the USA are alike. Write these anywhere (except inside the boxes) in the space provided below.

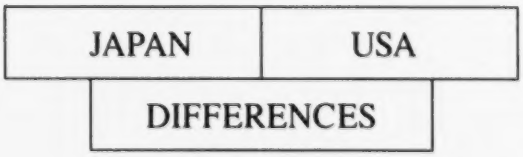


i.e. automobile factories

2. Draw a circle around each word or group of words that you wrote above. Draw lines between words that are related in some way.

3. Using your words and clusters of words, write a paragraph describing how Japan and the USA are alike.

4. Now think about the ways in which Japan and the USA are different. Write these in the space provided below.



5. Draw a circle around each word or group of words that you wrote above. Draw lines between words that are related in some way.

6. Using your words and clusters of words, write a paragraph describing how Japan and the USA are different.

7. In the space below, tell at least three things you learned about Japan that you didn't know before we began studying Japan. Use *complete sentences.*

8. *How have Japan and the U.S.* ***changed*** *since 1853 when the first official contact was made between the two countries? For perspective, note that in 1853 Chicago and New York were connected by rail, the Civil War began in 1861, barbed wire was patented in 1876, Chinese were banned from entering the U.S. in 1882, Hawaii was annexed in 1898, and by 1930, 37 states had limited child labor in factories to 48 hours a week.*

Twenty Questions

suggested by the Japanese game,
"100 Poem Cards"

Playing-cards

PURPOSE: To help children learn basic facts about Japan.

To learn how to make up good questions.

MATERIALS: 41 3″ x 5″ index cards.

Markers.

Information books and brochures about Japan.

DIRECTIONS:

1. Each student makes up 20 questions and complete answers about any aspect of Japan. Do not allow any questions that require a yes or no answer. No two questions should have the same answer.

2. Correctly print the questions on 20 of the cards.

3. Correctly print the answers on 20 different cards.

4. Write the game directions and object of the game on the single card that is left.

    a. All cards are placed face down.
    b. Player selects 2 cards and puts them back face down if one of the cards is not the correct answer to the question on the other card.
    c. If they do match, the player keeps the pair.
    d. Each player, in turn, does the same.
    e. Players try to get as many pairs as possible.
    f. Player with the most wins.

5. Decorate the tops of all cards in an identical manner. Keep the designs simple and big.

6. These make a nice gift for older brothers and sisters at the "Evening In Japan."

APPENDIX

How do you use the hundreds of pictures you took in Japan, hoping to take home vignettes that would clarify cultural comparisons? Those pictures evoke, for you, richly detailed memories of complex, multi-level experiences. But will a slide-show be as meaningful to your students? To them, slide-show (or videotape or film) is the ***primary*** *experience, not a reminder.*

By all means, use the pictures—after all, each is worth 10,000 words. But not ***your*** *words!* ***Don't*** *tell your students what they are looking at—****Ask them what they see.*** *It is exciting to have them point out details you hadn't noticed when taking the pictures and rewarding to help them develop inferences from their observations. And, since we all look at the world through the cultural eyeglasses we have worn since birth, their comments provide an ideal opportunity to deal with stereotypes.*

If you haven't been to Japan yet, don't feel deprived—you can make pictures of pictures that will work just as well in the classroom and have the advantage of being selected to fit your lesson plans rather than the reverse. Suggestions follow, based on E.H.'s experiences in using and making slides.

Using Visual Materials in the Classroom:
The Three-C Approach

Context

- Grade level/sophistication level of class?
- Kind of class: area study? art? economics? history? other?
- Purpose/goal of the instructional unit in which the visual materials are to be used?
- Are the visual materials to be used as preview, review, or for comprehension of a point best conveyed visually?
- Viewer readiness: Do students know why they are watching the materials? Have scenes that might cause culture-shock been prepared for? Have potentially difficult terms been explained?

Concept

- What idea do you expect this material to present, illustrate or reinforce: diversity? interdependence? needs/wants? productivity? conflict resolution? rights/responsibilities? values/beliefs? roles/rules/norms? identity? other?

Content

- What do you want students to remember? WHY?
- How do you plan to have students use it? Are both what is shown and the commentary (if any) (1) pertinent and (2) accurate? A 20-year-old film on Japanese flower arrangement is still valid; a 5-year-old film on Chinese economic politics is hopelessly dated.

A preview to see if the material satisfies the three C's is essential. Often, only a portion of the material is appropriate. Selection is easy with slides. With film or videotape, you may want to show only the pertinent parts. This can be a blessing in disguise—anything shown should be discussed immediately and reshown within the same class period; therefore, whatever is used seldom should be more than 10 minutes long.

"Educational" films tend to be didactic, telling students what the maker wants them to see. To encourage inference-making and search for visual clues, turn off the sound. Note that this technique can be used with any uncaptioned pictures or objects.

Note, too, that people see what they are conditioned to see, ignoring elements that are taken for granted and concentrating on things that reinforce existing stereotypes. This search for the quaint or contrary-to-American-norms often is reflected in photographs we take when abroad.

SUGGESTIONS ON PROJECTION

1. No screen? Use the back of a wall map or a white-painted wall.
2. No room-darkening shades? As long as the surface of the screen is shaded, the rest of the room can be fully illuminated. Try placing the screen with its back to the windows.
3. Want to emphasize certain elements in a slide or filmstrip picture (a route on a map, for example)? Project on a chalkboard; focus attention with white or colored chalk.
4. Whenever possible, in showing slides, use two projectors and show slides in pairs. All learning is by comparison—making connections between the unknown and the known.

LEARNING ACTIVITY

Divide the class into small groups. Give each group a slide viewer and an apparently random, uncaptioned set of 20 slides. Challenge the group to arrange the slides in a sequence that makes sense and explain to the class (while projecting the slides) the concept and significance of the content of the set. As a variant, give each group the same set of slides and let the class discover how the same data can be interpreted in different ways.

Note that their interpretations usually tell more about their own values, assumptions, and ethnocentric stereotypes than about the landscape, people, and activities shown in the slides.

REMINDER

"One picture is worth a thousand words"—but only to someone who is aware of the maker's cultural assumptions. Similar signals communicate different meanings in different cultures. (See *The Silent Language* by Edward T. Hall (NY: Doubleday/Fawcett Premier, 1959).

Pictures of Pictures:
Copying Pictures and Maps For Classroom Use

Few experiences are as useful for international studies as visiting other cultures. However, even in these times of accelerated travel, not many of us can afford the experience. Few devices are as useful in a classroom as large, accurate wall maps. But not many of us can afford to buy them.

Cheap, effective, and convenient substitutes can be found in home-made slides. Books and magazines have current and historical maps and pictures expressing the perceptions of people in various cultures and appropriate for teaching/learning any concept, value, or skill. **One caution:** slides made in this way are for personal classroom use ONLY. They must NOT be used for profit or incorporated into lessons that are given general distribution without permission of the copyright holder. With the exception of some materials supplied by foreign governments, all published pictures and maps are copyrighted. To avoid accidental misuse (as well as to facilitate classroom use), always note the source on every slide.

EQUIPMENT

1. A 35mm single-lens camera (no parallax problem; you see what the lens sees), preferably with automatic exposure (eliminates light meter).
2. A "normal" 50mm lens will copy pictures as small as a *National Geographic* page. For copying smaller pictures, get a set of 3 add-on closeup lenses (much cheaper [$25] than a special macro lens or extension tube; of course, if you already have one of these, use it).
3. Cable release (less camera shake and more convenient than button; but not absolutely essential).
4. Copy stand. The camera has to be held steady and at right angles to the material being photographed. A professional stand is convenient but not essential. One can be improvised from pipe fittings, a tripod with the head turned upside down, etc. Take advantage of gravity; whenever possible, lay the material flat on the floor and photograph from above. To make sure the camera is not tilted, lay a small mirror on the copyboard and look at it through the camera. If you see your eye looking back at you, alignment is correct. (Again, if lighting and film speed permit, and your hand is steady, a copy stand is not absolutely essential; however, it wil make your task easier.)
5. Film. Select for fine grain, accurate color, and clear detail, not for speed. Kodachrome 25 is the tried and true standard. Other possibilities: Kodachrome 64, Fujichrome 50, Fujichrome 100, and Ektachrome 100.
6. Strips of matte-finish paper or cardboard to mask unwanted parts of page (desk blotters work well). If cut L-shape, only two pieces need to be manipulated to frame the desired picture.
7. Items to hold pictures flat: small weights, clothes pins, rubber bands, etc. A sheet of plate glass may help (always check it for fingerprints).

PROCEDURE

1. Sort the materials to be photographed according to size to obviate frequent changes of lenses and copy stand adjustment.
2. Set up by a window where you get full, even daylight without direct sunlight that would cause shadows and reflection. Working outdoors is ideal if you can control the sun and wind. Electronic flash is excellent for consistency and short exposure time (two flashes are best; one on each side at 45° angles). Avoid incandescent or fluorescent lamps (hot and require filters).
3. Keep the material as flat as possible. Magazines can be unstapled. A tightly bound book can be held at an angle so that the desired page is flat. Stop down the lens to get as much depth of field as possible.
4. Focus carefully—the shorter the distance between lens and picture, the more critical the focus.
5. For subjects that are very light, such as a line graph on white paper, increase the exposure by one stop to avoid getting a dark picture.
6. If you want text slides, anything that can be typed in a 2⅜″x3¼″ rectangle and then photographed can be read from the back row of the classroom.
7. If photocopying is a new experience, shoot a test roll. Photograph both dark and light subjects at various distances/magnifications. Take three pictures each time—normal, overexposed one stop, and underexposed one stop. Keep an accurate written record as you shoot. When you get the slides, compare them with the original pictures for color accuracy and registration—how much the slide shows compared with what you saw through the lens. Note what worked well, then proceed with confidence!
8. Keep a record of everything you photograph in the sequence in which you film it. Note caption and text material that will make the slide meaningful. Note complete source data (e.g. Raghubir Singh, "Bombay, the Other India", *National Geographic*, July 1981, p. 119).
9. Store slides sytematically. One method is to use see-through sheets (an 8½″x11″ sheet holds 20 slides and fits in a standard filing cabinet or loose-leaf binder) that facilitate selection. If each sheet is identified by letter and each slide by letter/number, return after use is easy.
10. Build your slide bank by exchanging duplicates with colleagues and other friends.

IN CONCLUSION

Much of the fun of teaching and learning about Japan (you can't do one without the other!) comes from sharing ideas and materials for lessons. Arrange show-and-tell workshops with other interested teachers for mutual enrichment. And, as inspiration and experimentation result in "new and improved" activities, share them with the rest of the "Japan Alumni".

Sayonara!

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